



# **The Virginia Consortium Program in Clinical Psychology**

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Jointly Sponsored by

Eastern Virginia Medical School

Norfolk State University

Old Dominion University

## **2016-2017 Program Handbook**



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## Mission Statement

The Virginia Consortium Program is a unified program offered jointly by three schools: Eastern Virginia Medical School, Norfolk State University, and Old Dominion University

The mission of the Virginia Consortium Program is to graduate clinical psychologists who are prepared to pursue research and clinical careers. The Program's aim is to provide balanced training in both science and practice. We strive to graduate ethical clinical psychologists who are competent in individual and cultural diversity, educated in the basic subjects and methods of psychological science, capable of generating and critically assimilating new knowledge, proficient in the delivery and evaluation of psychological services, and able to assume leadership positions in academic or health service delivery systems.

## Educational Philosophy and Training Model

We believe clinical psychologists are best educated as scientist-practitioners. Scientific knowledge and methods form the foundation for effective clinical practice which, in turn, informs future research. Thus, it is essential to develop skills to design and conduct research as well as implement empirically-based techniques in practice. Our faculty believes that extensive exposure to theory, research, and practice is key in training clinical psychologists. Regardless of whether a student decides to pursue an academic career, a clinical career, or some combination of both, the practice of clinical psychology involves articulating current problems and issues, formulating creative solutions to those problems, and testing hypotheses by systematically gathering empirical evidence.

The clinical psychologist encounters diverse 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. One of our primary goals is for students to become proficient at integrating theory, research, and practice. Toward this end, we employ a variety of educational tools including classroom instruction, supervised clinical experiences, regular evaluation and feedback, and early and ongoing involvement in producing empirical research.

The Virginia Consortium emphasizes the following areas in its training model:

Ethics  
Multiculturalism  
Research  
Assessment  
Intervention  
Consultation, Supervision, and Leadership

## Degree Requirements - Overview

- **Coursework Hours**

Students are required to complete a minimum of 112 credit hours. A minimum of 12 semesters and 72 semester hours in residence (excluding internship, dissertation, and transfer credits) are required for the degree. Required courses are listed below. Sample curriculum is in Appendix A.

- **Foundational Research Project**

Students must complete a Foundational Research Project under the guidance of their research mentor. Students who elect to earn a master's degree at Old Dominion University and who complete a master's thesis fulfill the Foundational Research Project requirement. Details on this requirement are found below under "Research Training."

- **Comprehensive Examination**

Students take oral and written comprehensive exams in the spring of their 3rd year of the Program. Details of these examinations are found in "Comprehensive Examinations" below.

- **Advancement to Candidacy**

Successful completion of the first three years in the Program, fulfilling the fundamental research project requirement, passing all sections of the comprehensive exams, and approval of the dissertation proposal will result in Advancement to Candidacy. This must be accomplished before October 1st of the year in which the student applies for internship.

- **Doctoral Dissertation**

All students must complete an empirical dissertation. Details on the process and requirements for the dissertation are found in the Program's Dissertation Guide.

- **Predoctoral Internship**

Completion of an APA or APPIC accredited internship is a degree requirement. Details related to internship will be made available during the year prior to internship.

- **Academic Standards/GPA Requirements**

Students are required to have a GPA of 3.00 or better to be awarded the degree. Students must earn a B- or better in required classes. 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. Students who do not earn a B- or better in a required course will need to repeat the course.

## Curriculum

- **Overview**

Instruction in the fundamental content areas of psychology occurs primarily within the first two years. Admitted students are matched with research mentors and research training begins in Year 1 when students are expected to be actively involved in research activities. In Year 2 students complete an empirical foundational research project or master's thesis. Students are encouraged to present their work at local, regional, and national conferences and work on publications with their mentor whenever possible. Research training culminates with the dissertation research in

years 3 and 4.

Education and training in the delivery of psychological services progresses in a developmentally-graded sequence. During Years 1 and 2 of the curriculum students learn the cognitive-behavioral theoretical model in coursework as well as major empirically supported treatment modalities. However, no specific theoretical model, intervention modality, or client population is pre-eminent in the delivery of services in clinical settings. Students are exposed to a variety of models through the work with their clinical supervisors.

In Years 3 and 4 of the curriculum, students pursue more focused interests through practica, an empirical dissertation, and elective courses. Advanced clinical practicum training is required in Year 3 and is comprised of a minimum of 20 hours a week of clinical experience. In Year 4, students can complete another 20-hour per week practicum, or complete an 8-12 hour per week practicum and take advantage of available research or teaching opportunities, and/or additional coursework.

Clinical training is completed in a full-time internship during Year 5 of the Program.

It is strongly recommended that students keep detailed documentation of materials related to their training. It is possible that licensing boards may require copies of syllabi or documentation of practicum hours.

- **Required Courses (credit hours)**

- 632: NSU-Intellectual Assessment (3)
- 635: NSU-Multicultural & Lifestyle Issues (3)
- 651: ODU-Developmental Psychology (3)
- 661: ODU-Psychopathology (3)
- 700: NSU-Clinical and Ethical Practice (3)
- 705: NSU-History & Systems (3)
- 801: ODU-Empirically-supported Therapies (3)
- 813: ODU-Research Fundamentals (2)
- 824: ODU-Analysis of Variance (4)
- 825: ODU-Regression/Correlational Design (4)
- 831: ODU-Human Cognition (3)
- 849: ODU-Social Psychology (3)
- 860: ODU-Practicum in Clinical Psychology (3)
- 890: ODU-Internship in Clinical Psychology (4)
- 895: NSU-Clinical Practicum (3)
- 925: EVMS-Child Psychopathology (3)
- 936: EVMS-Personality Assessment (3)
- 940: EVMS-Cognitive Behavioral Therapy (3)
- 961: EVMS-Biological Aspects of Behavior (3)
- 971: EVMS-Consultation/Supervision (3)
- XXX: ANY-Research in Clinical Psychology (2-3)
- XXX: ANY-Advanced Clinical Practicum (3-6)
- XXX: ANY-Clinical Dissertation (1-6)
- XXX: ANY-Therapy Elective (3)
- XXX: ANY-Free Elective (3)



- **See sample schedules, Appendix A**
- **Reduction of Required Coursework**

Based on demonstrated proficiency, a student may be granted a reduction in (i.e., waive) required courses. Proficiency must be established to the satisfaction of the course instructor and Directors. A student may waive no more than six semester hours of eligible courses based on graduate courses completed elsewhere prior to admission to the Program. Practica, required clinical courses, dissertation, or internship may not be waived.

If a student wishes to waive a course, the student consults with his or her program advisor and research mentor. If the mentor and program advisor endorse the request, the student asks the instructor for permission to waive the course. Instructors are encouraged to carefully evaluate the student's proficiency and may choose to evaluate by further examination. Students are encouraged to begin this process as early as possible to allow sufficient time to enroll in the course if the waiver is not approved. Courses waived are recorded on the student's transcript as "Demonstrated Proficiency;" no credits are posted or factored into the GPA for these courses. This process is documented by obtaining signatures on the Course Waiver form located on SharePoint that is then submitted to the Program Office and uploaded into the student's file on the Student Portal.

If the student has taken courses also offered in the Virginia Consortium Program curriculum while in another graduate program at one of the consortial institutions, those course credits will be recorded on the student's transcript as "Previously Completed." No credits are posted or factored into the GPA for these courses, nor are these credits counted as part of the 72-hour residency requirement.

Students who have completed a research thesis in a graduate program at another institution may have it evaluated to meet the foundational research project requirement. The evaluation process begins by submitting the thesis to the research mentor who evaluates it using the program's rubric. If approved by the mentor, a 2nd review will be done by another faculty member. The application to waive the foundational research project requirement with detailed directions about this process is located on SharePoint under "Program Resources" "Foundational Research Project." Additional information on this process is also found in the Handbook under "Foundational Research Project"

- **Course Scheduling/Student Responsibility**

Students are expected to meet with program advisors and research mentors during the designated registration period to discuss their academic plan for each upcoming semester. After developing a plan approved by the program advisor and research mentor, students must turn in their completed registration forms to the Program Office indicating the courses they plan to take for the following semester. The Program Office will provide students with an electronic version of a registration template that will be used to register for courses each semester. Students must turn the form into the Program office by the designated date so that the form can be sent to ODU Registrar's Office to initiate the registration process among the schools. If students fail to submit their academic plan when requested, they may be required to take all necessary paperwork to each institution to ensure that they are registered in a timely manner.

## Clinical Training

- **Model for Pre-internship Practica**

Development of clinical skills and competencies through supervised experience is a crucial component of the Program. In the Virginia Consortium education and training in the delivery of psychological services is general in approach. Premature specialization is discouraged and although students can pursue individual interests, no theoretical model, intervention modality, or client population is preeminent in the basic education of the student during the first two years. However, students are required to take a course in cognitive behavior therapy and empirically supported therapies. Students are expected to gain experiences with both adults and children during their practicum training. Virginia Consortium provides a systematic sequence of supervised pre-internship 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 and can include outpatient mental health centers, general medical and surgical hospitals, private hospitals, university counseling centers, child and adolescent treatment facilities, public school systems, and specialty services (e.g., neuropsychology-rehabilitation).

Students are enrolled in practicum for the fall, spring and summer semesters beginning their first year. Each practicum in Years 1 and 2 consists of eight to twelve hours per week of supervised clinical experience in an affiliated facility. Students also attend monthly practicum meetings to discuss practicum and clinical issues with their peers and attend available clinical training opportunities as required by the Program (e.g., annual clinical supervisors' workshop).

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 focus on exposure to clinical populations, interviewing, relationship building, mental status examination, history taking, and diagnostic skills. In the second semester, the clinical courses include personality assessment and ethical clinical practice. The student continues the practicum activities of the first semester and includes techniques in assessment work. Similarly, clinical courses in subsequent semesters provide the foundation for additional practicum activities. The goal of the sequence is to provide a systematic and cumulative approach to acquiring and rehearsing the core assessment and intervention skills expected of a general clinical practitioner. At the end of this sequence, the student is prepared to refine and extend those skills in at least one advanced clinical training practicum where the student spends a minimum of 20 hours each week in a clinical setting beginning in Year 3. In Year 5, the student completes training in a clinical internship.

- **Practica Sequences**

- **Year 1**

Fall semester, 15 weeks

General Objectives

1. To receive an introductory exposure to various clinical settings and clinical populations through observations and face-to-face interactions with clients
2. To receive instruction in initial diagnostic interviewing techniques

3. To develop specific interviewing skills such as problem clarification, assessing clients' strengths and weaknesses, expectancies, and needs
4. To develop skill and confidence in building rapport and supportive interactions with clients
5. To develop insight into the impact of interviewer variables such as sex, race, socioeconomic status, and of extra-interview variables such as social, developmental and community forces

#### Relevant Activities

1. Observation of interviews, interviewing, psychosocial history, mental status examination with summaries
2. Use of the above data to make differential diagnoses, to identify trends in the client's development and current personality structure, and to examine further assessment and referral alternatives and potential treatment formats (e.g., inpatient, day treatment, outpatient)
3. Identification of issues in ethics, legal and professional standards, and patients' rights
4. Role playing, review of audio or videotapes of interviewing activities.

Spring semester, 15 weeks

#### General Objectives

1. To build skills in intellectual assessment
2. To gain an orientation to cognitive assessment procedures formulating specific perceived needs of the client or situation
3. To develop skills in collecting and evaluating data which generate relevant and practical implications for the management of the patient
4. To continue to refine all of the objectives specified in the previous practicum

#### Relevant Activities

1. Administering scoring and interpreting cognitive assessments
2. Report writing (incorporating behavioral, motivational, and socioeconomic influences on performance)
3. Identifying how cognitive mechanisms and processes are manifested in client's functioning, in general, and cognitive test performance in particular
4. Performing and writing up diagnostic interviews
5. Using interview, mental status, and assessment data for history, psychopathology
6. Identifying relationships between developmental history and psychopathology
7. Developing ongoing relationships with clients, characterized as developmental (beginning, middle, end) and providing supportive contact
8. Discussing the limitations of interpretations derived from testing

Summer semester, 12 weeks

General Objectives

1. To meet any objectives unmet in previous practica
2. To develop skills in collecting and evaluating personality assessment data which generate relevant and practical implications for the management of the client
3. To gain an orientation to projective assessment procedures by formulating specific assessment strategies consistent with the initial formulations and perceived needs of the client or situation
4. To develop skills in preparing integrative psychological reports based on observation and psychological test data

Relevant Activities

1. Selection, administration, interpretation, and written reporting of assessments using cognitive, personality, and self-reporting tests
  2. Case formulation and treatment planning based upon all relevant data (history of present illness, mental status exam, psychosocial history, chart review, psychological tests, collateral interviews, etc.)
  3. Oral presentation and defense of test selection, test interpretations and case formulations
  4. Begin to classify clinical observations/test results and clinician-client interactions
- **Year 2** [Note: Fall, spring, and summer placements are typically combined into a year-long placement.]

Fall and Spring semesters, 15 weeks each, Summer, 12 weeks

General Objectives

1. To provide therapeutic interventions under supervision
2. To develop case management skills

3. To make clinical observations, describe clinician-client interactions, and make treatment decisions using a specific theoretical framework
4. To understand the impact of utilizing different therapeutic techniques such as short- vs. long-term therapy, crisis intervention, and group, family and couple therapy
5. To develop technical expertise as well as the clinical sensitivities and skills to effectively implement various treatment procedures
6. To understand when and why certain interventions are indicated or contraindicated
7. To continue to monitor and evaluate efficacy of treatment interventions

#### Sample Relevant Activities

1. Individual psychotherapy, case management, group psychotherapy, family therapy, psychological testing, participation in staffing, team meetings, or other planning functions under supervision
2. Review of audiotapes, videotapes, process notes
3. Discussion of potential ethical issues as they relate to clinical service delivery
4. Oral presentation and justification of formulations and choice of clinical techniques from a stated theoretical model
5. Exploring the research and basis for differential techniques

#### • **Years 3 (Advanced Clinical Training) and 4**

Year 3 practica involve a minimum of 20 hours/week in a setting providing direct clinical services and any professional activity the student, DCT, and A-DCT deem appropriate (e.g., indirect clinical services, applied research, systems intervention, administration). During Year 4, the student may do a 20 hour/week intensive practicum or an 8 hour/week practicum.

1. **Years 3 and 4:** Mid-August to Early May, Approx. 32 weeks
1. General objective to offer students the opportunity for the pursuit of specialized training in specific areas
2. To assume increased responsibility in professional activities with a minimal amount of supervision
3. To encourage professional development and career planning

#### Sample Relevant Activities

1. Articulating one's own training needs and goals, structuring the practicum experience
2. Individual psychotherapy, case management, group psychotherapy, family therapy, psychological testing, participation in staffing, team meetings, or other planning functions under supervision
3. Specialized clinical interventions (e.g., motivational interviewing) or work with specialized populations.

- **Supervision**

The supervision provided throughout the practicum sequence is of critical importance and represents the most essential ingredient in providing a quality clinical training experience. In the Virginia Consortium, supervision is seen as an ongoing educational process in which a licensed psychologist supervisor or a supervised unlicensed psychologist/intern assists supervisees in acquiring professional skills and competencies through an examination of the student's professional activities in the practicum settings. Although the sites and the supervisors change, the intent is to foster a continuous process of clinical supervision and clinical training. Students can facilitate this process by sharing previous practicum experiences and by sharing feedback on both relative strengths and relative weaknesses from previous evaluations with each new supervisor. The goal is to translate multiple pre-internship practica from discrete or unrelated experiences into a single process with the consistent goal of working toward the student's ongoing clinical development. The Program has developed a tradition of excellence on each side of the supervisor/supervisee relationship. Students are required to have one hour of supervision for every eight (8) hours worked in a practicum setting. Supervision may also be available such as group or peer supervision to supplement individual supervision. All students must be directly observed (live observation or through review of videotape) at least once during the placement. However, we strongly encourage live observation throughout the clinical placement.

The A-DCT and practicum coordinator maintains ongoing relationships with supervisors and is responsible for the overall coordination and monitoring of practicum training.

- **Placement Process**

### **Overview of the Placement Process**

The placement process begins in the semester prior to the practicum year in question. The A-DCT reviews previous placements and contacts the placement supervisor or director at each agency to determine if the site is able to provide training for the upcoming semester or year. Once a roster of available sites has been developed, the assignment process begins.

The A-DCT uses the essay responses of clinical experiences from admission applications of first year students to make practicum assignments for Year 1. Students entering Year 2 meet with their advisors and the A-DCT or practicum coordinator to discuss training needs. The A-DCT/practicum coordinator considers this information and information from previous practica experiences before making placement assignments. All second year students are provided with a list of available sites with descriptions of the training opportunities available. Students who wish to contact an Agency Supervisor to gain information not provided on this list must first request permission from the practicum coordinator. Some sites may require an interview prior to accepting a student or a copy of the student's vita. Students will be informed of these requirements. Students will submit their ranked preferences for Year 2 training experiences. These preferences may be based on such factors as a supervisor's particular areas of expertise, the populations available at the agency, and/or the student's areas of interest or need.

Placement decisions will be made based on student training needs, agency needs, and student preferences. Once assignments are made, students are notified and instructed to contact their new Agency Supervisors before the beginning of the assigned semester to schedule the first day of training and to determine if additional paperwork or orientation is required before beginning practicum. [Exception: 1st Year students are

scheduled for their first day and the practicum coordinator will provide information regarding agency requirements.]

Advanced training students (Year 3) will apply for practicum placements and must interview with sites. Both sites and supervisors provide a ranked list of preferences and the program directors' make the final assignments. Similarly to the second year placement process, these assignments are based on site and student preferences, students' training needs or interests, or other practicum specific factors. Students in year 4 will be placed based on the type of practicum (8 hours vs 20 hours) and will follow the same process as years 2 and 3. Halfway through each semester during the each fall term, the Agency Supervisor completes an interim evaluation of the student. No grade is assigned at this time, however, the supervisor may report a recommended midterm grade. This evaluation is sent to the Program Office and is reviewed by the A-DCT to determine the student's progress and identify any problems or circumstances that require his/her intervention. Students in their first year have interim evaluations completed each semester. Students in years 2 or higher receive an interim evaluation the first semester only unless deficiencies are identified at the end of that semester.

No later than the last practicum day of each semester, the student and Agency Supervisor meet to review final written evaluations and provide mutual feedback on the practicum experience. The evaluations are reviewed by the A-DCT or practicum coordinator who is required to submit grades at the end of the semester; the student will receive an incomplete if any of the required documentation and a record of approved clinical hours (completed in the Time2Track clinical summary online) are not returned by the end of finals week.

The A-DCT or practicum coordinator assigns final grades. The contract and evaluation forms are maintained in the student's folder on SharePoint.

- **Contract Process**

#### **Practicum Training Contract**

During the first two weeks of practicum the student meets with the Agency Supervisor to familiarize him/herself with the agency and discuss the practicum contract. This contract is available in SharePoint and is due no later than the Friday of the second week of class. The student and Agency Supervisor draft and sign the contract, and each retains a photocopy. The student uploads a copy of the contract to Blackboard or submits it to the Program Office. The practicum coordinator reviews the contract, makes any necessary clarifications, and signs the contract. The contract is maintained in the student's folder on SharePoint.

#### **Student's Experience Summary**

Each student documents their clinical experiences from the outset of the Program. The Program provides students with a subscription to Time2Track as the method for documenting clinical experiences. First year students are provided information on accessing the Time2Track system in their first semester of the Program.

Clinical experiences are to be updated after every practica and submitted for approval to the practicum supervisor. Hours that are not approved by the last day of final exams will result in the award of incomplete grade until they are approved. Students have until the end of the following semester to submit missing documentation or the incomplete will convert to a grade of F.



The Association of Psychology Postdoctoral and Internship Centers (APPIC) website provides important information regarding the documenting of practicum experiences and the internship process. Students should become familiar with the information before actually beginning practicum (<http://www.appic.org>). It is necessary to document hours as each practicum is done rather than trying to reconstruct experiences later.

- **Evaluation Process**

### **Evaluation of Student Skills**

The evaluation of professional skills is a central issue in clinical psychology training. Clinical competency is evaluated in the practicum setting and through the comprehensive examination. The evaluation schema used by the Virginia Consortium to evaluate practica includes:

1. Clear delineation and specification of the skills to be acquired;
2. Evaluations based on three-way contracts among students, agency supervisors, and Program faculty designed prior to each practicum;
3. Direct on-going observation of student skills development by agency supervisors;
4. Competency-based written presentations and an oral examination during the Comprehensive Exam in Year 3. This examination also assesses knowledge and skills relevant to professional applications using multi-method evaluation techniques, including the preparation and presentation of an assessment report and a therapy case study.

### **Evaluation of Student by the Supervisor**

In addition to helping the student acquire professional skills and competencies, the Agency Supervisor must evaluate student progress. For one semester practica placements, supervisors provide evaluations at mid-semester and at the conclusion of the practicum, the Agency Supervisor notes strengths and weaknesses of the student in the relevant areas that pertain to the specific objectives of the practicum. For year-long practicum placements, supervisors provide an interim evaluation and final evaluation in the Fall semester, a final evaluation at the end of the Spring semester, and a final evaluation at the end of the Summer semester. However, if a student receives a rating of less than 3 on any item on a final evaluation, an interim evaluation must be completed in the subsequent semester.

The interim evaluation encourages the Agency Supervisor to provide feedback to the student at a time when evaluation can lead to constructive changes by the student. No grade is given at this time, but a supervisor can recommend a grade. At the end of the semester, the Agency Supervisor completes the final evaluation form and provides written comments concerning the student's performance relating to the objectives of the practicum and recommends a Pass or Fail grade for the student. It is the A-DCT or practicum coordinator, however, who assigns a grade to the student for the practicum as there are other practicum activities that must be completed (e.g. reflection papers, team meetings for 1<sup>st</sup> and 2<sup>nd</sup> year students).

The eight supervisory areas about which the Agency Supervisor is asked to comment include but are not limited to: Legal/Ethical Professional Practice, Assessment, Therapy Skills, Consultation, Cultural and Individual Differences and Diversity, Research, Professional



Behavior, and Involvement in Supervision.

#### General Areas to Address

1. Responsiveness to supervision: Is able and willing to accept and use both positive and negative feedback.
2. Professional behavior: Maintains confidentiality, ethical standards, and good relations with other staff; demonstrates knowledge of and sensitivity to cultural issues; is professional in manner and in completing practicum assignments.

#### Specific Skills (Some of these will not be relevant to all practica.)

1. Interviewing: Establishes rapport, obtains information effectively, perceives client accurately, is confident working with a variety of clients.
2. Testing: Administers, scores, and interprets tests accurately; integrates information to create clear picture of client.
3. Case management: Establishes treatment plan consistent with client problem and resources; makes recommendations as needed; uses community resources appropriately.
4. Therapeutic interventions: Establishes rapport; demonstrates sensitivity and sense of timing; maintains a balance between support and therapeutic "work."

### **Guidelines for Practicum Grading**

Although the most important feedback to students focuses on specific strengths and weaknesses in their clinical skills, it is necessary to assign a final Pass or Fail grade. The grade signals to the student and to subsequent supervisors the general level of the student's clinical work. If a student has not adequately mastered the clinical skills required in practicum and (earning a satisfactory [average rating of 3] in at least 80% of the categories) or if the supervisor identifies specific areas of weaknesses that need to be remediated, the student will be given an Incomplete. An Incomplete (I) is not equivalent to a Fail. It means that the student needs to continue working with supervision on certain skills identified by the agency supervisor. While it is the responsibility of the agency supervisor to specify which skills need further work, it is not his or her responsibility to arrange for that additional work. The A-DCT will make the arrangements for a student with an Incomplete to continue training to acquire the necessary clinical skills.

If an Incomplete is not changed to a Pass (signifying that the student has satisfactorily met the requirements for the practicum) by the end of the next term (Fall term for Spring grades), the grade automatically becomes a Fail. In rare cases, a supervisor may decide that a student deserves a Fail rather than an Incomplete. A Fail indicates that the student was unable to master most or all of the clinical skills taught during the practicum. In this case, the student would be required to repeat the failed practicum without moving on to the next practicum.

The *evaluation form* includes sections on general competencies that apply to all practica, and specific skills, some of which will be applicable to a particular practicum and others not. The specific skills are ones that the student should have acquired by the end of the practicum.

### **Evaluation of the Supervisor by the Student**

At the end of each practicum, the student completes an Evaluation of Agency Supervisor(s) by student form that includes an evaluation of the Agency's setting/materials and

administrative support, the Supervisor's start-up of the practicum, supervisory skills, and evaluation process, as well as qualitative evaluations of the agency and supervisor. This evaluation is shared with the Agency Supervisor and the A-DCT.

- **Extended or Parallel Practicum**

Liability coverage is provided for students pursuing approved practica. For this reason, permission to a) extend any practicum beyond its scheduled end-date, **or** b) to complete a limited purpose, additional practicum parallel to a regularly scheduled practicum, must be granted by the Director(s). In either case, a contract is required to document the change or addition of activities.

Although such training opportunities are evaluated on a case-by-case basis, in general situations that require (or have the potential to require) the student to be available to clients on an emergency basis will not be approved.

Students must complete the "Parallel Practicum Request Form" if he or she wishes to do a parallel practicum. Parallel practica are generally discouraged in Years 1 and 2 of the program. Students wishing to do parallel practica should discuss their request with their advisor and research mentor as well as the A-DCT. Any requests to extend practica should be submitted to the A-DCT or practicum coordinator, in writing, with verification from the supervisor. The student must a) have the written permission of the A-DCT (extension), and b) complete and file a second (or revised) practicum contract before the proposed activities can begin. Students must also have the supervisor complete a final evaluation at the completion of approved parallel practica experiences.

*Although ODU and NSU Counseling Center services are available to Consortium students, those who use them restrict opportunities for training in Years 2 - 4 when practicum training may be offered at these sites.*

- **Insurance**

Students providing clinical services as part of an approved practicum placement are covered under the consortial institutions' insurance policies. In addition, the APA Insurance Trust offers liability insurance especially for graduate students, designed to cover activities such as practicum and internship. With Trust Occurrence-type coverage, you will be protected from lawsuits resulting from participation in practica as part of your graduate curriculum, no matter when the suits are filed, subject to the terms and conditions of the policy. Annual premiums start at \$35, with limits of liability set at \$3,000,000 annual aggregate.

The application is online, and the coverage lasts for a full year. For details, visit *The Trust* website at <https://www.trustinsurance.com/products-services/student-liability> for complete details.

- **Approval for Master's Clinical/Practicum Hours**

Students may request acceptance of hours accrued in a practicum setting while in a master's degree program prior to enrolling in the Consortium. If accepted, these hours can be included in the AAPI for Internship. This request should be made no later than **October 1 of the first year**. Practicum hours obtained in a master's degree program do not fulfill any Consortium practicum requirements.

Per APPIC:

You should only record hours for which you received formal academic training and credit or which were sanctioned by your graduate program as relevant training or work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your academic training director to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases.

Procedure:

1. Complete the Request for Inclusion of Master's Practicum Hours form
2. Attachments required:
  - a. Syllabus or program description for each practicum course/experience.
  - b. Approved hours signed by the practicum supervisor or program representative. This should include detailed description of the hours similar to Time2Track requirements
  - c. Signed performance evaluation for each practicum course/experience.
3. Submit this form and the attachments to your Advisor/Practicum Coordinator.
4. Once approved, your master's clinical hours should be entered in Time2Track under the Practicum labelled Master's Clinical Hours with the Supervisor as the Practicum Training Coordinator (PTC).
  - a. These hours should be submitted for approval by the PTC.
5. A signed copy of the Request for Inclusion of Master's Practicum Hours will be uploaded into your Student Portal.

## Research Training

Students are accepted into the clinical program with a faculty research mentor and are expected to work with their mentor on research projects. Each semester students are enrolled in Research in Clinical Psychology, Thesis, or Dissertation hours. In the first two years students complete a sequence of coursework in research methods:

Analysis of Variance (1st year, Fall) Regression/Correlational Design (1st year, Spring)  
Research Methods (1st year, Spring)

Empirically-Supported Therapies (2nd year, Fall)

By December 1 of the third year, students are expected to have completed a Foundational Research Project (FRP). As an alternative, students may complete a master's thesis as part of the requirements of the ODU M.S. degree (see below). Students who enter the program with a completed thesis as part of a master's degree from another institution may apply by October 1 of Year 1 to have it evaluated to meet the Foundational Research Project requirement. Students are also required to complete and successfully defend an empirical dissertation.

- **Research Training Sequence**

*Year 1*

Students work with their research mentor(s) to develop a research plan for their first two years. This may include involvement in ongoing projects with the mentor and/or beginning to design original studies. During Year 1 planning also begins for students' foundational research project or master's thesis. To assist with this project, students are enrolled in Research Fundamentals in the spring of their first year to work on developing the proposal.

*Year 2*

Students are required to complete a foundational research project (FRP) or a master's thesis under the supervision of their research mentor. The FRP or thesis must be submitted, defended, and approved by December 1 of Year 3 (Details of the FRP expectations are listed under Foundational Research Project). Exceptions to the FRP/thesis requirement are made for students who are admitted into the program with a thesis that has been vetted by the Consortium faculty. However, research involvement with the research mentor is still expected of these students. All students must give an oral presentation of a completed research project at the Program's Research Day.

*Year 3*

Students develop an area of focus for an empirical dissertation, a degree requirement, and are required to have an approved dissertation proposal by October 1 prior to applying for internship. Students are also encouraged to continue their involvement in ongoing research projects with their research mentor and/or other Consortium faculty.

*Year 4*

Although not required, students are urged to complete and defend their dissertations before leaving for internship at the end of Year 4.

- **Foundational Research Project (rev 12/16)**

1. During the first year, after discussion between the student and mentor, a decision should be made regarding completion of an FRP or a thesis. This decision should be communicated to the advisor in the annual summary of research progress no later than May 15 so that the information can be included in the annual evaluation.
2. The student's research mentor will serve as the faculty director of the Foundational Research Project (FRP) unless a formal request for change of research mentor has been made and accepted. Second readers will be assigned at the end of the first year when the Program office is notified that the student will be completing a FRP. The 2<sup>nd</sup> reader is assigned by the Advisory Panel from an alphabetical list of faculty; 2<sup>nd</sup> readers may not represent the same school as the faculty research mentor.
3. Students will enroll in *Research Fundamentals* (PSYC 713) during the spring semester of Year 1. After successful completion of the *Research Fundamentals* course, students should have a working draft of the proposal that will be the basis for the FRP. Students then enroll in 3 credits of *Research in Clinical Psychology* at the institution of the faculty

research mentor for the Fall and Spring semesters to complete their Foundational Research Project.

4. The Foundational Research Project must be completed before a student can begin work on his or her dissertation, or sit for the Comprehensive Examination. The Foundational Research Project will be evaluated by the faculty research mentor and one additional Consortium faculty member from another school using the *Foundational Research Project Rubric*. The mentor and 2<sup>nd</sup> reader each complete an FRP rubric.
5. The final, approved FRP document along with both rubrics must be completed in advance of the December 1 deadline. After the mentor approves the FRP he or she uploads the document into SharePoint and notifies the 2<sup>nd</sup> reader and the program office that it is ready for review by October 27 of the 3<sup>rd</sup> year. The Program office will create SharePoint permissions for the 2<sup>nd</sup> readers to access the student's FRP materials. The 2<sup>nd</sup> reader returns feedback to the student and mentor no later than November 17. The student is responsible for making any revisions requested by the 2<sup>nd</sup> reader in advance of the December 1 deadline. The student is responsible for ensuring that the final approved FRP document and both rubrics reflecting approval of the project are completed by the December 1 deadline. If the Foundational Research Project is not approved by December 1, the student must postpone sitting for the Comprehensive Examination until the following year.
6. The final project must be presented at a program-sponsored Research Day.
7. Students may elect to have an ODU M.S. thesis meet the Program FRP requirement. If this option is chosen, the same deadlines (see 3 above) for completion of the project apply.

- **Requirements for students with a master's thesis from another institution**

A master's thesis from another institution submitted to meet the Foundational Research Project requirement must be vetted by the Program faculty. A copy of the thesis must be submitted to the student's faculty research mentor by October 1 of Year 1. The student's faculty research mentor and one other Consortium faculty member from a second consortial school will be assigned to review the thesis. The scholarly level of the thesis must meet or exceed expectations for the Foundational Research Project. In the event of disagreement between the two faculty members, a third faculty member will review the thesis. The application to waive the Foundational Research project requirement by submitting an empirical thesis may be found on SharePoint.

- **Presentation on Research Day**

As part of the research requirement, all students must present a completed research project on the program-sponsored Research Day. In most cases, this will be a presentation of the Foundational Research Project or a master's thesis completed at ODU or another institution. Students wishing to present a different completed research project should consult with their faculty research mentor. The presentation is intended to occur in the Fall semester of Year 3. In consultation with the faculty research mentor, a student may choose to present in Year 4.

- **Old Dominion University - Master of Science in Experimental Psychology**

Students who are interested in obtaining a master's degree from ODU need to complete a thesis under the direction of an ODU faculty member. Completion of the thesis will

satisfy the Program requirement for the Foundational Research Project. Students interested in this option should consult their research mentor and program advisor. Research mentors at EVMS and NSU may serve, with approval of the graduate Dean of the College of Sciences, on ODU thesis committees. An ODU faculty must chair the committee. If mentors or students have questions they should check with an ODU Advisory Panel member.

Students with mentors at EVMS or NSU who are interested in obtaining a master's degree should submit a letter of interest to the Program office no later than June 1 of the first year in the Program. This letter, co-signed by the student and mentor, should briefly describe the proposed master's thesis project and include a projected timeline. The ODU clinical faculty will review the project and timeline and provide feedback to the student and mentor regarding the project and possible ODU faculty who could serve as co-chair. The student and co-chairs should discuss each member's role in the project at the outset.

Consortium students completing an ODU master's thesis should register for PSYC 698 (Research) and PSYC (699) Thesis instead of Research in Clinical Psychology following the Research Fundamentals/Research Methods course. In addition to completing the master's thesis, clinical students must meet all the requirements for the M.S. degree at ODU. Clinical students obtaining a master's degree from ODU will then work on their thesis proposal in the *Research Fundamentals/Research Methods* course instead of a Foundational Research Project proposal. Although completion of the core courses is typically a prerequisite for beginning work on the thesis (including registration for PSYC 698 and 699), clinical students may enroll in PSYC 698 in the same semester in which they complete the courses.

Current degree requirements may be found at:

<http://odu.edu/academics/programs/masters/psychology>

## Comprehensive Examinations

In the Spring semester of Year 3, each student is evaluated by means of written and oral examinations that assess ethical, research, clinical, and multicultural competence and readiness for doctoral candidacy and internship training. The Comprehensive Examination Committee, consisting of at least one representative from each institution constructs, administers, and scores the examinations. The committee provides feedback on the students' performance with recommendations of (1) pass; (2) non-pass/remediation required; or (3) fail to the Advisory Panel. Students must pass all sections of the Comprehensive Examination before entering candidacy and applying for internship. Students are notified of their results as soon as possible after the test results are received by the Directors and the Advisory Panel. 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.

- **Written Exam**

The written component is comprised of essay questions pertaining to research, ethics, and cultural competency.



- **Oral Exam**

Students are required to submit an assessment report based on common data provided to all examinees, and a written summary of one of the student's own therapy cases. The oral component consists of a presentation and defense of the latter two documents before the exam committee.

- **Comprehensive Examination Results**

Students will have a maximum of two attempts to pass all sections of the Comprehensive Examination. Each section of the comprehensive examination will be scored as follows: (1) pass; (2) non-pass/remediation required; or (3) fail. Satisfactory performance will result in a score of pass; marginal performance will result in a score of non-pass remediation required; unsatisfactory performance will result in a score of fail.

In the event that a student receives a result of "non-pass/remediation required," the student's advisor, in consultation with the Advisory Panel and the Comprehensive Exam Committee, will develop a remediation plan. This remediation plan will include an assessment of the student's proficiency in the relevant section(s). The student must successfully complete this remediation plan and be deemed to have shown competency to receive a score of pass on the relevant section(s) of the exam. If the student does not demonstrate proficiency by successfully completing the remediation plan, the score on the first attempt will convert to a fail and he or she must repeat the examination the following year at the regularly scheduled administration of the exam.

Students who receive a score of fail on the first administration of the exam must also complete a remediation plan as described above **and** repeat the failed section(s) of the examination the following year at the regularly scheduled administration of the exam.

A second failure on any section of the Comprehensive Examination results in automatic termination from the Program.

## **Pre-Doctoral Internship**

- **Approved Sites**

A year of full-time internship experience in an APA accredited or APPIC member internship program is required of all students. Students are expected to obtain internship placements through the APPIC MATCH system. For general information, questions, and downloads, visit the APPIC MATCH website at: [www.appic.org/match](http://www.appic.org/match).

- **Requirements Prior to Application**

Prior to applying for internship, a student must be advanced to Candidacy including having an approved dissertation proposal.

- **Application Timeline**

Internship normally takes place in Year 5 and is an academic requirement of the Program. Applications should be reviewed by the A-DCT or DCT by October 15 of Year 4, since many internship programs have application deadlines as early as November 1. The Directors will meet with students beginning in the spring or summer prior to applying for internship to review the process. Additional meetings will be

scheduled to provide information throughout the application process. Useful information such as a list of previous internship sites will be available on SharePoint.

- **Expectations during Internship**

Grades for internship (*PSYC 890, ODU-Clinical Internship*) will be noted as “I” until the student satisfactorily completes the internship; the grades for each semester registered will then be changed to Pass/Fail accordingly. *Students should assume the responsibility for confirming this is done.*

While on internships students should maintain and regularly check their ODU e-mail account. All official communication, including information regarding graduation and commencement, completion of required exit assessments etc., will be sent via ODU e-mail.

**Check student account via LeoOnline, and pay tuition (internship fee of \$200) on time, with a credit card.** That is the surest way to see that it is done in a timely way, and therefore, avoid late fees and penalties. Tuition will be due in December and in May. Plan ahead.

**Pay graduation fee of \$150 by April 1.** This is a one-time only fee, due in the spring of internship year, regardless of when graduation is planned. An e-mail reminder will be sent early in the year with directions about when and how to pay it.

## **Academic Advising and Student Support**

- **Program Advisor and Research Mentor**

Upon matriculation into the program, each student is assigned a program advisor and a research mentor. The research mentor and program advisor work collaboratively to ensure a cohesive training experience across research, clinical, coursework, and professional development. Students are also encouraged to seek advice, input, and feedback from other faculty and supervisors as needed.

Program advisors and research mentors may assist the student in a variety of ways, such as informal mentoring in which students can gain insight into the practice and profession of clinical psychology; serving as a resource to students in interpreting policies and procedures and making appropriate referrals when necessary; and assessing areas of academic and/or clinical strengths and weaknesses during the student's progress through the Program.

The program advisor is responsible for formal assessment of the student's progress in the program. Regular reviews of academic coursework, research, and practicum activities, progress in meeting educational goals and objectives along with input from faculty, research mentors, and practicum supervisors form the basis of written annual evaluations. These evaluations are discussed with the Advisory Panel and then with students and become a part of the student's permanent Program file.



- **Process of Advising**

Students are expected to meet regularly with their program advisors and research mentors to discuss their academic progress (see Student Development and Review, below). Students should meet with their research mentor within the first month of beginning the Program.

- **Buddy System**

After the incoming class is seated each April, the new students are asked to complete a brief questionnaire, the purpose of which is to gather information about their needs as they enter the Program and/or relocate to the area. The rising second year students review these, and each matches up with the student he/she can best help or with whom he/she has elements in common. In this way, each student enters the Program with his or her own “buddy,” someone who is available as a first contact for questions he/she will have. Buddies continue as contacts throughout the Program. If a first-year student has a question his/her buddy can't answer, the second year buddy will likely contact his/her own buddy in the third year about it. In this way, students remain available to each other and the experiences of each group inform the others.

- **Program Supported Student Travel**

The Program may have funds to support student travel to present research at professional conferences. Requests for travel support will be accepted on a rolling basis. Students who are on internship may request travel support to present research that was conducted during their time in the program under the supervision of their mentor or other Consortium faculty member.

**Prior to conference travel:** Students wishing such support should complete the student travel support request form found on SharePoint and submit the request to their mentor for approval. Students must request support for travel in advance of the conference to ensure that their request will be considered.

Students must submit requests for funds for completed or anticipated professional travel by April 1. After that date, a student's unclaimed funds may be awarded to other students presenting at professional meetings who have already spent their allotted funds for the year in question. Students must complete the travel request form completely, obtain all necessary signatures, and submit their request in the proper manner in order for their request to be considered by the Directors.

The Program Administrator processes student travel awards for students working with research mentors at EVMS and NSU. ODU administrative staff will process student travel awards for students working with research mentors at ODU. Students should consult with travel processors in advance of traveling to ensure that they are familiar with all travel guidelines and requirements. **Students working with ODU mentors must submit requests for advanced approval requests to both the ODU Psychology Department and the Program.**

**After conference travel:** There is always paperwork (or electronic verification) to complete after travel. Students must also turn in receipts to substantiate expenses. If this is not done in a timely fashion travel expenses may not be reimbursed.

## Student Development and Review

### Student Evaluation Objectives

Consultation with students about performance occurs throughout the Program to ensure that they are progressing as expected. These reviews are designed to provide students with feedback about their strengths and areas needing further development. If areas of weakness are noted, plans will be developed to strengthen these when possible.

Annual evaluation of each student's performance in the Program occurs in Years 1 - 3 and in a summary advising session prior to internship. Students must submit a self-evaluation of their strengths and areas in need of further development, and an updated curriculum vita (highlighting the activities and accomplishments for the past year) to their program advisor and mentor for review in preparation for their annual evaluation.

### Implementation

#### Year 1

1. The student meets with the program advisor and research mentor in September to discuss adjustment to the Program and the student's overall goals.
2. The program advisor and student meet each semester at midterm to discuss academic options for the next semester and adjust the student's plan of study accordingly.
3. The program advisor and student meet early in the spring semester for an interim evaluation to discuss student progress during the first semester in courses, practicum, research, assistantship, and professional behavior. Practicum supervisors provide this information in their mid-term and exit evaluations. Research mentors are asked for this information, and written feedback about students' strengths and weaknesses is solicited from Year 1 clinical teaching faculty. The interim evaluation is shared with the Advisory Panel and then with the student. The signed evaluation becomes a part of the student's permanent record.
4. At the end of the spring semester, program advisors again collect available information from practica, transcripts, course instructor feedback, and assistantship feedback and prepare a formal annual evaluation which builds on the feedback from the interim evaluation with additional information regarding student performance in the Spring semester. Program advisors work collaboratively with research mentors to prepare comprehensive evaluations, including strengths and areas in need of further development. This information is shared with the Advisory Panel and then with the student. The signed evaluation becomes part of the student's permanent record.

#### Years 2 and 3

1. The program advisor and student meet early in the Fall semester to review plans for the upcoming year based on last year's annual evaluations.
2. The program advisor will complete a formal year end evaluations that includes information on coursework, practica, research progress, and professional development. Evaluations will include information on strengths and areas in need

of further development. Evaluations are shared with the Advisory Panel and then discussed with the student. This signed evaluation becomes part of the student's permanent record.

3. Program advisors work collaboratively with research mentors throughout the advising process to review student progress in all aspects of the program.

- **Annual Student Progress Evaluation Domains**

- **Academic**

Narrative summary of the past year of academic performance in each course based on transcripts and faculty feedback (solicited at the end of each course by the Program). Performance on the Comprehensive Exam is also included. Issues related to cultural competence and the student's demonstration of requisite knowledge and skills to complete the Program are also addressed in this domain.

- **Clinical**

Narrative summary of feedback from supervisors in each of the practicum placements in the past year is incorporated in this domain, including parallel placements. Student's clinical strengths and weaknesses are addressed, including cultural sensitivity. The student's performance on the Comprehensive Exam clinical cases will be documented in this domain.

- **Research**

Narrative summary of the research activities including performance in the research courses is included in this domain. Evaluations from research mentors and progress on the Foundational Research Project and dissertation are included in this domain.

- **Professional Development**

Narrative summary of professional behavior considering the issues below. Information from this section will be obtained from a variety of potential sources including course instructors, supervisors, and Program staff.

1. Understands and adheres to approved standards of professional conduct; demonstrates appropriate ethical judgment/behavior consistent with the responsibilities of the profession of clinical psychology.
2. Demonstrates cultural competence.
3. Adheres to Program policies and procedures; demonstrates knowledge of and appropriate application of same. Seeks advice and supervision when necessary and appropriate.
4. Demonstrates responsibility, reliability, good judgment, and professionalism; meets professional obligations promptly/timely (meetings, appointments, deadlines, etc.).
5. Establishes and maintains good interpersonal and inter-professional relationships; functions well interpersonally with colleagues and patients.
6. Presents self in a professional and favorable manner (verbally and nonverbally).

7. Participates in service activities (Program/community/profession).

## Remediation Policy and Procedures

Students are expected to maintain satisfactory performance while matriculating in the Virginia Consortium. If a student's performance is determined to be less than satisfactory in any of the following areas: 1) Academic Performance (e.g., the student does not earn a B- or better in a required course or GPA drops below 3.0); 2) Clinical Performance (e.g., practicum supervisor rates student a "2" - weak/below expectations/fair in any category assessed); 3) Research Activities (e.g., student fails to make satisfactory progress on research activities agreed upon with mentor) 4) Professional Behavior (e.g., student demonstrates unethical or unprofessional behavior), the student will be evaluated for termination or remediation. The Advisory Panel will gather pertinent information from all relevant parties including the student to identify the deficiencies. At the point sufficient information is available, the Panel will decide if termination is indicated or if a remediation plan can be implemented to address the concerns, and if so, will develop a remediation plan within six months.

The remediation plan will be documented in writing and given to the student and will include steps for correcting the problem, criteria for satisfactorily addressing the problem, a timeline for completion, and consequences for failing to satisfactorily address the problem. This remediation plan will be presented to the student by his or her advisor. If the student accepts the plan, then a signed copy will be placed in the students' file and the advisor will monitor completion of the plan through regular meetings and provide at least quarterly reports to the Advisory Panel. If the student does not accept the plan, then the student will be recommended for termination from the Program. If a student is recommended for a remediation plan, upon completion of the remediation plan or the end of the timeline, the advisor will present documented relevant evidence (e.g., course grades if it is an academic issue, progress on thesis or dissertation if it is an issue of failing to make appropriate progress, supervisor feedback if it is a clinical issue) and recommend to the Advisory Panel that either the student (a) has remediated and no further remediation is necessary, (b) is making progress but the remediation plan needs to be continued or adjusted, or (c) has not been able to remediate and may need to be terminated from the program (Termination from Program below). The student will be notified in writing of the decision of the Advisory Panel.

## Termination from the Program

A student may be terminated from the Program upon recommendation by the Directors to the Graduate Officer Designate for:

- (a) Failure to increase the cumulative GPA to 3.00 within two semesters after having been placed on academic probation;
- (b) Failure to pass any section of the Comprehensive Examination on the second attempt;
- (c) Failure to maintain professional demeanor, as evidenced by, but not limited to, failure to adhere to the principles in the Program's Student Evaluation Policy or the Ethical Principles of the American Psychological Association;
- (d) Extended, unauthorized absence from the Program; or
- (e) Failure to complete all degree requirements within the seven-year limit

- (f) Failure to accept or complete a required remediation plan.

## 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 applicant 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 Director of Clinical Training of the Virginia Consortium.

## Policy on Continuous Registration

Students must be continuously registered until all their degree requirements are completed. A student who has not been granted a leave of absence, has not completed all degree requirements, and is not registered, is without status in the Program. Those who have completed all required coursework but have other outstanding degree requirements (e.g., dissertation defense) must register for one credit hour of dissertation. Students must also be registered in the semester in which they intend to graduate. Those who have defended their dissertations, but have internships that conclude after the end of the semester must register for the next semester. **Completion of degree requirements includes filing the dissertation.**

## Policy on Sexual Harassment

The policy of the institution where the alleged harassment occurred will be followed. Read each school's sexual harassment policy at:

**ODU:** <https://www.odu.edu/content/dam/odu/offices/docs1/sexual-harassment-policy.pdf>

**EVMS:** [https://www.evms.edu/media/evms\\_public/departments/gme/anti-harrassment-policy.pdf](https://www.evms.edu/media/evms_public/departments/gme/anti-harrassment-policy.pdf)

**NSU:** <https://www.nsu.edu/Assets/websites/policy-library/policies/01/BOV-Policy-05-Sexual-Misconduct.pdf>

## Time Limit for Degree Completion

- **7-Year Time Limit**

The Program's policy on extension of the 7-year limit for the degree is and always has been interpreted on a case-by-case basis. However, there are fundamental statements regarding extension that apply in all cases.

1. The 7-year limit for completion of the degree begins at the time a student starts the Program.
2. The Program is not obligated to grant an extension.
3. Except in a case of extreme hardship deriving from circumstances beyond the student's control, only one extension per student will be considered.
4. An extension will be for one year or 18 months, as determined by the Directors.
5. Except in a case of extreme hardship, an extension request will not be considered unless the student has an approved dissertation proposal.
6. A student who is granted an extension may be required to take additional coursework (e.g., assessment) if, in the opinion of the Directors, to graduate the student without current knowledge of changes in the course's subject matter would pose a hazard or be a disservice to the public.

- **Extension Request**

1. An extension request must be submitted on or before May 1 of the student's Year 7.
2. A request for an extension is submitted to the Directors with written support from the dissertation chair, together with a time-line of interim goals and deadlines, showing how the extension will be used.
3. Form D8 (EXCEPTION TO TIME LIMIT ALLOWED TO COMPLETE DEGREE) must be filed with the formal request.

## Academic Honesty and Ethics

The policy of the institution where the alleged violation occurred will be followed. Read each school's code of conduct at:

**ODU:** [www.odu.edu/about/monarchcitizenship/student-conduct](http://www.odu.edu/about/monarchcitizenship/student-conduct)

**EVMS:** see pp. 30-32 of the EVMS Student Handbook:

[https://www.evms.edu/media/evms\\_public/departments/student\\_affairs/student\\_handbooks/EVMS\\_Institutional\\_Handbook.pdf](https://www.evms.edu/media/evms_public/departments/student_affairs/student_handbooks/EVMS_Institutional_Handbook.pdf)

**NSU:** <https://www.thefire.org/pdfs/8d9d1ce40b41895842ee34b54c77de1c.pdf>

## Leave of Absence

A student who wishes to take a leave of absence from the Program must submit, through his or her advisor, a written request for a review by the Directors. The request outlines the reasons for the leave and includes a proposal describing how the student plans to remove the problematic conditions during the leave. This proposal serves as a problem-oriented

goal statement that directs the activities of the student during the leave period.

The Directors approve or deny the request. An approved request specifies the maximum period that the student may be absent from the Program. During the leave of absence the student does not pay tuition and may not utilize Program resources (including working on the dissertation). Unless special circumstances exist, the maximum period is one calendar year. During an approved absence, a student may not be registered for courses offered in the Program's curriculum. At the end of the approved absence, a student may apply for an extension by requesting another review. A student returning from an approved absence commences study in the first semester following reinstatement. However, the Directors cannot guarantee that the specific courses required by the student will be offered that semester. A reinstated student may not enroll in courses for which prerequisites have not been satisfied. A student in good standing at the time the leave begins will be in good standing upon returning.

After beginning a semester, a student may request a leave of absence retroactively only under extenuating circumstances beyond the student's control. In such situations, the student must also follow the policies for withdrawal from courses at the institutions where he or she is enrolled.

## Conflict Resolution and Grievance Procedures

- **Informal and Formal Procedures**

The policy of the institution where the alleged grievance occurred will be followed. Read each school's grievance procedures at:

**ODU:** <https://www.odu.edu/facultystaff/employee-services/human-resources-policies/grievance-procedure>

<http://readsh101.com/m/0514/10/odu.html>

**EVMS:** [https://www.evms.edu/media/evms\\_public/departments/student\\_affairs/student\\_handbooks/EVMS\\_Institutional\\_Handbook.pdf](https://www.evms.edu/media/evms_public/departments/student_affairs/student_handbooks/EVMS_Institutional_Handbook.pdf)

**NSU:** <https://www.nsu.edu/student-affairs/student-judicial/student-conduct-process>

- **Problems with Courses or Grades**

The first line of resolution for complaints about Program courses or grades is between the student and instructor. If the problem remains unresolved, then the student and/or the Directors may take it to the department chair, who will resolve the problem following institutional guidelines. For problems that are of a more general and programmatic scope, the Department Chairs of the sponsoring institutions may be asked to meet to resolve these broader issues.

- **Grade Appeal**

Grade appeal procedures are established by and available from the institution offering the course in question. Typically, an appeal of a course grade must be initiated during the semester after that course is completed, although policies may vary by institution.

- **Appeal Process for Termination from the Program**



A student who has been terminated from the Program may appeal the termination decision by submitting a written request to the Directors, stating the grounds upon which the appeal is made. Acceptable grounds for an appeal are only those germane to the bases for the termination decision. An appeal of any termination decision must be initiated by the end of the semester following notification of the termination. Upon receipt of the written appeal, the Directors and Advisory Panel will hold a formal review, requesting the attendance of the pertinent individuals involved in the decision. In cases arising from the Comprehensive Examination results, at least two members of the examining committee shall be present at the review. Prior to the review session, the student shall have the opportunity to examine pertinent, non-confidential materials on file. The student may invite a faculty member or other interested party to attend the session as an observer. Proceedings of the review will be recorded. After the review, in closed session, the Directors and Advisory Panel will consider the facts and merits of the issue(s) presented. The DCT will notify the Graduate Officer Designate and the student of the decision.

If the Directors uphold a termination decision, the student may make a written request for a review to the Graduate Officer Designate. The review shall be conducted by an appellate body appointed by the Graduate Officer Designate. This body shall consist of at least three faculty members, preferably psychologists, from at least two consortial institutions. The primary task of the appellate body is to evaluate the validity of the termination decision. After this review, the appellate body will provide the Graduate Officer Designate with a written recommendation to uphold or reverse the termination. The Graduate Officer Designate shall convey his or her decision in writing to the student and to the Directors. That decision is final.

## Student Support and Resources

- **Financial Support**

The Program actively pursues support for students, but cannot guarantee funding for each student every year unless such arrangements are made at the time of admission. The supporting institutions fund research and teaching assistantships, and returning students who are making expected progress and are in good academic standing in the Program may continue to compete for them.

Support options that are frequently available include the following:

- **Research Assistantships**

All three Consortium institutions may offer research assistantships. These may be supported by institutional funds or individual faculty grants, and will vary in duties and stipend amount depending on the source of funding.

- **Teaching Fellowships/Assistantships**

Students awarded Teaching Fellowships are responsible for teaching one undergraduate course at NSU under the supervision of the faculty Director at NSU. Students develop the syllabus, lectures, and assessment activities for their courses. Teaching Assistantships will have varying responsibilities, depending on the requirements of the sponsoring school or department. Similarly, stipends will vary.

- **Advanced Training Clinical Stipends**

Advanced clinical training in the third (and possibly fourth) year is supported by the training site itself rather than the Consortium institutions. Stipends may vary and support is not guaranteed to all students.



- **Tuition**

In addition to the aforementioned sources of support, students may receive a tuition reduction. Current tuition rates have been reduced for all students through scholarships or assistantships to \$6,000 per calendar year (e.g., 3 semesters of \$2,000).

- **Home School**

Among the schools of the Consortium, Old Dominion University has the responsibility to serve as the Program's home school. In this capacity, ODU maintains the composite records of students and graduates, centralizes admission, registration and student loans, charges and recovers tuition for the Program, and certifies graduate status. The Dean of Graduate Studies at ODU conducts the library review of students' dissertations and accepts them on behalf of the member deans. Only ODU provides the official (composite) transcripts of Program students and graduates.

- **Institutional Resources**

Graduate students enrolled in the Program are considered to be enrolled full-time in all supporting member institutions. They have access to most of the same privileges and resources as any other full-time student enrolled in those institutions, including, but not limited to, computing centers, libraries, bookstores, and tickets to athletic events. **All students must obtain student IDs from each institution and keep them current.**

## Information Related to Graduation

- **Applying for Graduation**

In advance of graduation, students must apply for graduation and complete an exit assessment. Application for graduation through LEO Online using the **Admissions, Registration, Student Records, and Graduation information** tab, Click on **Graduation Information**, Click on **Graduation**, Click on **Apply to Graduate**

Prior to graduation the Director reviews the student's transcript for compliance with program requirements, removal of incomplete coursework, and compliance with the 7-year limit, and certifies that the candidate will have completed all Program requirements before graduation. Students can follow their progress meeting degree requirements by checking their status on DegreeWorks on LeoOnline. Students are urged to regularly review their transcripts to ensure that all incomplete grades (Is) have been changed and that there are no holds on their student accounts.

- **Conferral, Graduation, Commencement**

*Graduation* and *commencement* mean different things. *Graduation* is the act of successfully separating from a university; this **occurs on the conferral date**.

*Commencement* is the event that celebrates graduation; commencement may occur before or after the conferral date. The conferral date is posted on the transcript and is the date to use when asked for a graduation date. Degrees are conferred three times a year, on the fourth Sunday of August, December and May.

To avoid confusion and disappointment, students must **differentiate between "graduation" and "commencement"** when asking or answering questions related to either subject.

In addition to receiving public recognition for a major personal achievement, participation in commencement is an important way to increase community awareness of the Consortium and the doctoral degree. Program graduates are listed in the commencement bulletins of all three schools at the Spring commencements following graduation. **The ceremony in which the graduates participate is the one hosted for the Program on rotation by one of the consortial institutions in the Spring semester of/or following their actual graduation (e.g., conferral) date.**

Hoods for use in the graduation ceremony may be borrowed from the Program Office. You may purchase a hood for later use in your career from Oak Hall Cap & Gown, Salem, Virginia (current cost, approximately \$125). Caps and gowns are available for rent from the bookstores of the consortial institutions, or may be purchased from Oak Hall Cap & Gown. Be sure you specify the **doctoral robe and tassel**.

## Last Minute Reminders

As graduation from the Program approaches, little things may be overlooked. As a reminder, please make sure to:

- \_\_\_\_\_ Be enrolled in the semester in which you plan to graduate
- \_\_\_\_\_ Return borrowed testing equipment and supplies
- \_\_\_\_\_ Return keys to departments and practicum agencies
- \_\_\_\_\_ Return library books; pay any outstanding fines
- \_\_\_\_\_ Pay any outstanding parking tickets
- \_\_\_\_\_ Check LEO Online to ensure there are no holds on your account, no incomplete grades.

## Program Administration

### • Organization and Administrative Resources

Responsibility for administration, planning, program development, and program implementation for the Virginia Consortium rests with the Directors, subject to the approval of the Provosts who appoint them. The Director of Clinical Training (DCT) and the Associate Directors of Clinical Training (A-DCTs) represent separate institutions. They are assisted by an Advisory Panel of three full-time faculty, representing each of the consortial institutions. The Directors and Advisory Panel members are centrally involved in the graduate training activities of his or her institution. The Directors and Advisory Panel meet together at least four times annually.

- **Director of Clinical Training (DCT).** The DCT is responsible for two major aspects of the Program: 1) academics and quality control; and 2) administrative and fiscal management. The academic and quality control components involve overseeing the admission process and program review for quality assurance and adherence to APA and state regulatory policies regarding graduate clinical training. The DCT is also responsible for the annual report to the Provosts.

Specific responsibilities of the DCT include:

- Evaluating the efficacy of the Program to train professional psychologists
- Assuring that program policies and development are consistent with

the mission and policies of the supporting institutions

- Assuring that the curriculum meets state, regional, and national requirements for accreditation and licensure
  - Periodic review of course evaluations
  - Developing the Program's annual budget
  - Disbursing and accounting for Program funds
  - Making offers of admission and conveying admission decisions to the school of record
  - Evaluating students' progress
  - Recommending recipients for the Doctor of Philosophy degree
  - Insuring that a record system of correspondence and records is maintained in the Program Office
  - Corresponding on behalf of the Program on official matters
- **Associate Directors of Clinical Training (A-DCT).** One A-DCT is primarily responsible for coordinating and overseeing the Program's clinical training activities. He or she monitors the clinical training progress of students, the quality of practicum placements, and develops any report related to clinical training aspects of the Program. This A-DCT is also responsible for the practicum courses. The duties of the second A-DCT will be determined by the DCT and other Advisory Panel members depending on the current needs of the program.
- **Advisory Panel.** The Advisory Panel is comprised of three full time faculty member representatives from each institution. Advisory Panel members are appointed by the department chair of his or her institution and must be actively involved in graduate training. The Panel assists the Directors with the development and execution of admission, comprehensive exams, and program review such as surveys and course evaluations. Panel members serve as liaisons between their respective institutions and the Directors. The Panel meets with the Directors at least four times annually. One representative from each institution constitutes a quorum for these meetings.
- **Student Representatives.** Each class elects student representatives who will attend meetings of the Directors and the Advisory Panel and who assist the Admissions committee. Student representatives provide input on matters of Program policy and governance, but are not involved in evaluation of, or decisions regarding, other students.
- **Program Office.** The Virginia Consortium relies on inter-institutional procedures to accomplish interdependent tasks such as admission, financial aid, and registration. The Program's administrative office coordinates these and other necessary procedures between sponsoring schools to avoid duplication and assure efficient coordination of activities. The Program Office staff are typically the first point of contact for students with questions or problems and also support the activities of the Directors and the Advisory Panel.

## Important Web Addresses

- Program: [www.odu.edu/vcpcp](http://www.odu.edu/vcpcp)
- Program's SharePoint site:  
<https://olddominion.sharepoint.com/sites/VCPClinicalPsychology/SitePages/Home.aspx>
- VCP Student Portal:  
<https://olddominion.sharepoint.com/sites/VCPStudentPortal/SitePages/StudentPortal.aspx?e=1%3Afd30271b8eca4dfc9c5e4995c2ff629f>

## APPENDIX A

### SAMPLE SCHEDULES: ODD/EVEN YEARS

SAMPLE - Ph.D. CURRICULUM - ODD YEAR MODEL													
1ST YEAR			2ND YEAR			3RD YEAR			4TH YEAR			5TH YEAR	
FALL		CR	FALL		CR	FALL		CR	FALL		CR	FALL	CR
NSU	Intellectual Assessment	3	Any	Research in Clinical Psychology*	3	NSU	Multicultural & Lifestyle Issues	3	Any	Dissertation	3	Internship	4
ODU	Analysis of Variance	4	ODU	Empirically-supported Therapies	3				Any	Therapy Elective	3		
ODU	Psychopathology	3	ODU	Social Psychology	3								
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3		Adv. Clinical Practicum (22 hrs)	6		Clin. Practicum (8 or 22 hrs)	3 or 6		
Any	Research in Clinical Psych.	2											
	SPRING			SPRING			SPRING			SPRING			SPRING
EVMS	Personality Assessment	3	ODU	Developmental or Cognition	3	ODU	Developmental or Cognition	3	Any	Dissertation	3	Internship	4
ODU	Regression/Correlational Design	4	Any	Research in Clinical Psychology**	3		Adv. Clinical Practicum (22 hrs)	6		Clin. Practicum (8 or 22 hrs)	3 or 6		
NSU	Ethical and Clinical Practice	3	NSU	Clinical Practicum	3				Any	Elective	3		
NSU	Clinical Practicum	3											
ODU	Research Fundamentals	2					COMPS						
	SUMMER			SUMMER			SUMMER			SUMMER			SUMMER
EVMS	Child Psychopathology	3	EVMS	Cognitive Behavioral Therapy	3	Any	Dissertation	3	Any	Dissertation/Psych 999	3	Internship	4
EVMS	Consultation/Supervision	3	EVMS	Biol Aspects of Behavior	3		Clinical practicum (optional)	3	NSU	History & Systems	3		
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3								
FRP or MS Thesis proposal due by 10/1 of 1st yr.			FRP or MS Thesis due by 10/1 of 3rd yr.			Approved proposal required by 10/1 of 4th yr							
										<b>Practicum hours</b>			
										1st year	336		
										2nd year	336		
										3rd year	660		
										4th year	240		
										<b>Total</b>	<b>1572</b>		
										Students would have approx 1600 hrs before applying for internship.			
Courses offered annually but student has option of which semester to take the course			*If MS at ODU, PSYC 698 Research			**If MS at ODU, PSYC 699 Thesis							
Companion courses - offered in alternate years													
Child Psychopathology			Cognitive/Behavioral Therapy										
Biological Aspects of Behavior			Consultation/supervision										
Offered 1 x every 2 - 3 years													
History & Systems													

**SAMPLE - Ph.D. CURRICULUM - EVEN YEAR MODEL**

1ST YEAR			2ND YEAR			3RD YEAR			4TH YEAR			5TH YEAR	
	FALL	CR		FALL	CR		FALL	CR		FALL	CR	FALL	CR
NSU	Intellectual Assessment	3	Any	Research in Clinical Psychology*	3	ODU	Social Psychology	3	Any	Dissertation	3	Internship	4
ODU	Analysis of Variance	4	ODU	Empirically-supported therapies	3				Any	Therapy Elective	3		
ODU	Psychopathology	3	NSU	Multicultural & Lifestyle Issues	3								
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3		Adv. Clinical Practicum (22 hrs)	6		Clin. Practicum (8 or 22 hrs)	3 to 6		
Any	Research in Clinical Psych.	2											
	SPRING			SPRING			SPRING			SPRING		SPRING	
EVMS	Personality Assessment	3	ODU	Developmental or Cognition	3	ODU	Developmental or Cognition	3	Any	Dissertation	3	Internship	4
ODU	Regression/Correlational Design	4	Any	Research in Clinical Psychology**	3				Any	Elective	3		
NSU	Clinical and Ethical Practice	3	NSU	Clinical Practicum	3								
NSU	Clinical Practicum	3					Adv. Clinical Practicum (22 hrs)	6		Clin. Practicum (8 or 22 hrs)	3 to 6		
ODU	Research Fundamentals	2					COMPS						
	SUMMER			SUMMER			SUMMER			SUMMER		SUMMER	
EVMS	Cognitive Behavioral Therapy	3	EVMS	Child Psychopathology	3	Any	Dissertation	3	Any	Dissertation/Psych 999	3	Internship	4
EVMS	Biological Aspects of Behavior	3	EVMS	Consultation/Supervision	3		Clinical practicum (optional)	3	NSU	History & Systems	3		
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3								
FRP or MS Thesis proposal due by 10/1 of 2nd yr.			FRP or MS Thesis due by 10/1 of 3rd yr.			Approved proposal required by 10/1 of 4th yr.							
Courses offered annually but student has option of which semester to take the course			*If MS at ODU, PSYC 698 Research						Practicum hours				
			**If MS at ODU, PSYC 699 Thesis						1st year 336				
Companion courses - offered in alternate years									2nd year 336				
Multicultural & Lifestyle Issues			Foundations 2						3rd year 660				
Child Psychopathology			Cognitive/Behavioral Therapy						4th year 240				
Neuropsychology			Consultation/supervision						Total 1572				
Offered 1 x every 2 - 3 years									Students would have approx 1600 hrs before applying for internship.				
History & Systems													

**APPENDIX B**  
**RESEARCH EXPECTATIONS**  
**Year 1 Research Expectations**

Instructions: As a student you are responsible for setting up meetings with your mentor, being aware of program deadlines and meeting these deadlines, and providing your mentor with information needed for progress reports.

\_\_\_\_\_ Meet with Research Mentor

\_\_\_\_\_ Begin formulating ideas for Foundational Research Project (FRP) or MS thesis; student and Research Mentor decide on a plan for FRP or MS thesis

For students with vetted MS thesis (apply by October 1), student and research mentor develop plan for student's research experience in first two years.

\_\_\_\_\_ Research Mentor and Student develop goals and timeline for appropriate research activities.

Progress Report (Due to DCT by May 15):

Mark chosen plan:

\_\_\_\_\_ MS Thesis

\_\_\_\_\_ Foundational Research Project

Student:

Signature:

Research Mentor:

Signature:



## Year 2 Research Expectations

Instructions: As a student you are responsible for setting up meetings with your mentor, being aware of program deadlines and meeting these deadlines, and providing your mentor with information needed for progress reports.

\_\_\_\_\_ Continue meeting with research mentor

\_\_\_\_\_ Present at VCP Research Day (if applicable; at least one Research Day presentation during program attendance is required)

\_\_\_\_\_ For FRP (Foundational Research Project) or MS thesis: Complete research project proposal in Fall Semester

\_\_\_\_\_ For FRP or MS thesis: Data collection and analysis to be conducted in Spring Semester

\_\_\_\_\_ FRP or MS thesis, approved by Research Mentor, must be submitted to second reader or MS committee by October 27 of Year 3. FRP must be approved by second reader/ MS thesis must be defended and any responses to feedback must be completed by December 1 of Year 3. Failure to meet this deadline will lead to a one year postponement of Comprehensive Exams.

### For students who have a vetted thesis

\_\_\_\_\_ Continue with goals and timeline established with faculty research mentor

Progress Report (Due to DCT by May 15):

Student:

Signature:

Research Mentor:

Signature:



## Year 3 Research Expectations

Instructions: As a student you are responsible for setting up meetings with your mentor, being aware of program deadlines and meeting these deadlines, and providing your mentor with information needed for progress reports.

\_\_\_\_\_ Complete FRP or MS thesis by October 27. FRP must be approved by second reader/ MS thesis must be defended and any responses to feedback must be completed by December 1. Failure to meet this deadline will lead to a one year postponement of Comprehensive Exams.

\_\_\_\_\_ Continue any ongoing research projects (aside from thesis or FRP)

\_\_\_\_\_ Present at VCP Research day (at least one Research Day presentation during program attendance is required)

\_\_\_\_\_ Prepare dissertation proposal: develop idea, review literature, decide on methodology and measures)

\_\_\_\_\_ Continue with dissertation into Year 4-5

Progress Report (Due to DCT by May 15):

Student:

Signature:

Research Mentor:

Signature:

## Year 4 Research Expectations

Instructions: As a student you are responsible for setting up meetings with your mentor, being aware of program deadlines and meeting these deadlines, and providing your mentor with information needed for progress reports.

\_\_\_\_\_ Present at VCP Research Day (if applicable)

\_\_\_\_\_ Final draft of dissertation proposal, approved by Research Mentor, must be submitted to committee by August 31. Dissertation proposal must be defended and any changes to methodology approved by October 1 to be eligible to apply for internship.

\_\_\_\_\_ Dissertation data collection and analysis

\_\_\_\_\_ Dissertation completed and defended

Progress Report (Due to DCT by May 15):

Student:

Signature:

Research Mentor:

Signature:

## Year 5 Research Expectations

Instructions: As a student you are responsible for setting up meetings with your mentor, being aware of program deadlines and meeting these deadlines, and providing your mentor with information needed for progress reports.

\_\_\_\_\_ Present at VCP Research Day (if applicable)

\_\_\_\_\_ Final draft of dissertation proposal, approved by Research Mentor, must be submitted to committee by August 31. Dissertation proposal must be defended and any changes to methodology approved by October 1 to be eligible to apply for internship.

\_\_\_\_\_ Dissertation data collection and analysis

\_\_\_\_\_ Dissertation completed and defended

Progress Report (Due to DCT by May 15):

Student:

Signature:

Research Mentor:

Signature: