



The Virginia Consortium Program in Clinical Psychology

Jointly Sponsored by

Eastern Virginia Medical School

Norfolk State University

Old Dominion University

2018-2019 Program Handbook



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Introduction

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

- **Organization and Administrative Resources**

Responsibility for administration, planning, program development, and program implementation for the Virginia Consortium rests with the Director of Clinical Training (DCT) and the Associate Director of Clinical Training (A-DCT) who are appointed by the Provosts of the consortial institutions. One additional faculty member from each of the consortial institutions assists them. The Directors, Program Representative from EVMS, and additional faculty members from NSU and ODU comprise the Program's Advisory Panel.

- **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 home school
- 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 Director of Clinical Training (A-DCT).** The A-DCT is primarily responsible for coordinating and overseeing the Program's clinical training activities including the practicum courses. He or she monitors the clinical training progress of students, the quality of practicum placements, and develops any reports related to clinical training aspects of the Program.
- **Advisory Panel.** 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 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 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 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 is typically the first point of contact for students with questions or problems and also supports the activities of the Directors and the Advisory Panel.

Mission Statement

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

- **Foundational Research Project**

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

- **Coursework Hours**

Students are required to complete a minimum of 123 credit hours. A minimum of 12 semesters and 72 semester hours in residence (excluding internship, dissertation, and transfer credits) are required for the degree. Sample curriculum is in Appendix A.

- **Comprehensive Examination**

Students take oral and written comprehensive exams in 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, passing all sections of the comprehensive exams, and fulfilling the fundamental research project requirement 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**

- a) GPA: Students are required to have a GPA of 3.00 or better to be awarded the degree. If a student's GPA falls below a 3.00 at any point in the program, he or she is placed on academic probation. Students must increase the cumulative GPA to 3.00 within 12 credits after having been placed on academic probation.
- b) Coursework: Students must earn a B- or better in required classes. Students who do not earn a B- or better in a required course will need to repeat the course. Students may retake up to 9 credits in courses in which a grade of B- or better is not earned in required courses.

Curriculum

- **Overview**

Instruction in the fundamental content areas of psychology typically occurs 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 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, the coordinated sequence of clinical courses and practica are generic in content and variable in theoretical orientation. No theoretical model, intervention modality, or client population is pre-eminent in the basic education of students.

In Years 3 and 4 of the curriculum, students pursue more focused interests through elective courses, practica, and an empirical dissertation. 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 continue their clinical experiences but the hour requirements can vary up to 20 hours per week. Students can also take advantage of available research or teaching opportunities, and/or additional coursework.

Clinical training is completed in a full-time internship typically 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.

- **Link to [Program Requirements Checklist](#)**
- **See sample schedules, Appendix A**
- **Reduction of Required Coursework**

On the basis of 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 advisor. If the advisor endorses the request, the student asks the instructor for permission to waive the course. Instructors are encouraged to evaluate carefully 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 nor are grades factored into the GPA for these courses. This process is documented by obtaining signatures on the Course Waiver form located on SharePoint, 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, no grades are factored into the GPA, 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 at another consortial institution. 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 academic advisors during the designated registration period to discuss their academic plan for each upcoming semester. After developing a plan approved by the advisor, 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. Students begin their clinical training in the first semester when they are enrolled in CPS 700, Clinical and Ethical Practice. In this course

students learn the foundational skills of clinical work such as establishing rapport, gathering pertinent information, and learning the ethical framework of clinical practice. These concepts are taught during lectures and through experiential learning activities.

During each year in the program, students participate in clinical practicum team meetings. The objective of these meetings is to supplement classroom and practicum experiences through peer support and engagement. Practicum team meetings are designed to increase 1) clinical knowledge through didactic presentations, 2) clinical skills through experiential learning, 3) clinical communication skills through oral and written case presentations, and 4) leadership skills by serving as peer supervisors. Students are expected to be active participants in their clinical training experiences through self-reflection of professional competencies including areas of strengths and areas of growth. To facilitate this reflection, each student is expected to complete a Practicum Reflection Portfolio and a Goals for Growth log beginning in year 1 until internship. Details of these activities are provided in the first practicum team meeting.

- **Standardized Patient Interviews**

To enhance student's clinical experience and as part of practicum training, in the fall and spring of the second year, each student will conduct a 45-50 minute diagnostic interview with a standardized patient (SP) at the Sentara Center for Simulation and Immersive Learning. At the end of each interview, the SP will provide feedback and rate the student's performance. These encounters will be recorded. Within two weeks of conducting the interview, each student will review their interview, note their strengths and areas of growth in their Practicum Reflection Portfolio, and meet with the ADCT to discuss the interview and reflections.

This is a formative and evaluative assessment that will provide students with information about their strengths and weaknesses and will be part of the annual evaluation.

- **Community Practicum Placements**

Clinical training in community agencies begins in the second semester of the first year and continues until internship. Practicum training is general in approach. Premature specialization is discouraged, 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. Students are expected to gain experiences with both adults and children during their practicum training. The 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 that can include mental health centers, military hospitals, general medical and surgical hospitals, private hospitals, university counseling centers, public school systems, and specialty services (e.g., neuropsychology-rehabilitation).

Each practicum in Years 1 and 2 consists of eight to twelve hours per week of supervised clinical experience in an affiliated facility.

Practicum objectives correspond to the sequence of clinical courses. 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. For example, in the first semester, clinical courses include psychopathology and intellectual assessment. Practicum in the second semester allows the student to gain experiences in conducting, scoring, and interpreting intellectual assessments. In the second semester, students take a course in personality assessment. In the summer of the first year, student continue in assessment practicum and conduct personality assessments and gain experience in writing integrated reports. During summer semester, student take Cognitive

Behavior Therapy followed by Empirically Based Therapies in the fall semester. During the second year, students complete a year-long therapy practicum to apply the knowledge from these courses.

At the end of the first two years' sequence, the student is prepared to refine and extend those skills in an advanced clinical training practicum where the student spends a minimum of 20 hours each week in a clinical setting. In Year 4 the student continues in clinical training but the hours may vary up to 20 hours per week. In Year 5, the student typically completes training in a clinical internship.

- **Practica Sequences**

- **Year 1**

Spring semester, 15 weeks

General Objectives

1. To apply skills learned in Clinical and Ethical Practice and Practicum Team meetings by conducting clinical diagnostic interviews
2. To build skills in intellectual assessment
3. To gain an orientation to cognitive assessment procedures formulating specific perceived needs of the client or situation
4. To develop skills in collecting and evaluating data which generate relevant and practical implications for the management of the patient

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, if applicable in the setting

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**

Approx. September 1 to May 15, Approx. 32 weeks

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 continues in clinical training but the hours may vary.

General Objectives

1. 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 an ongoing educational process in which a licensed psychologist supervisor or a supervised unlicensed psychologist 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. Additional supervision may be available such as group or peer supervision to supplement individual supervision.

The faculty coordinators for each practicum maintains ongoing relationships with supervisors and is responsible for the overall coordination and monitoring of practicum training. The A-DCT serves as overall coordinator for practicum training experiences.

- **Placement Process**

Overview of the Placement Process

The placement process begins in the semester prior to the practicum year in question. The A-DCT along with faculty coordinator(s) review 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.

Prior to being placed, students are provided a list of all available sites. Student should discuss their preferences with their advisors of the sites and are then asked to provide a ranked list of these preferences. Previous experience of first year students along with their ranked preferences of each site are used to assign students to practicum placements in their second semester. Students who wish to contact an Agency Supervisor to gain information not provided on the site list must first request permission from the faculty coordinator. Some sites may require an interview prior to accepting a student or a copy of the student's vita. Students are informed of these requirements.

Placement decisions are 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, agency specific requirements (e.g. TB test) or orientation is required before beginning practicum. [Exception: 1st Year students work with the faculty coordinator to schedule their first meeting and the faculty coordinator will provide information regarding agency requirements.]

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

- **Practicum Site Process and Procedures**

The program provides each student with a Time2Track account to log their clinical hours and document their clinical training activities. Practicum Training Contracts and Evaluation forms are completed electronically in Time2Track and approved by the supervisor and faculty coordinator. Information and training on the Time2Track system will be provided in the Practicum Team meeting.

[Practicum Training Contract](#)

During the first two weeks, the student meets with the Agency Supervisor to familiarize him/herself with the agency and completes the practicum contract. The contract includes information on the experiences that the student will engage in under the supervisor, the format, frequency and type of supervision, and the minimum number of hours the student will work at the site. This contract is due no later than the Friday after the second week of class. The student uploads the contract in Blackboard, the faculty coordinator reviews the contract, makes any necessary clarifications, and signs the contract when complete. A PDF version of the contract is uploaded in student's permanent record in SharePoint.

Documentation of Practicum Experiences

Each student documents his or her clinical experiences beginning the first week of practicum in Time2Track. Each student should discuss how he/she is logging clinical hours with his/her supervisor to ensure that they are logging them accurately. Supervisors are required to approve clinical hours prior to the end of the practicum. The student should discuss the approval timeframe with his/her supervisor and is encouraged to get approvals regularly throughout the semester. It is the student's responsibility to communicate program deadlines to his/her supervisor.

Clinical experiences are to be continually updated throughout each practica.

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>). Hours verified by the program for internship must be approved by clinical supervisors. Modifying hours after a placement will require new approval so students are encouraged to carefully document all hours during their placements.

- **Evaluation Process**

Evaluation of Student Skills

The evaluation of professional skills is a central issue in clinical psychology training. The Program's accrediting body (APA) has standards of accreditation that detail profession-wide competencies for health service psychologists. These competencies form the basis of students' annual evaluations. Evaluation of students' practicum work provides important information regarding these profession wide competencies and includes:

1. Clear delineation and specification of the skills to be acquired;
2. Evaluations based on three-way contracts among students, agency supervisors, and faculty coordinators developed within the first two weeks of each practicum;
3. Direct 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. Throughout the practicum placement, the student and supervisor should regularly discuss the student's performance. Each student should receive and request constructive feedback to enhance their clinical growth. Students are encouraged to discuss their Goals for Growth with supervisors at the beginning of each practicum.

Supervisors are required to conduct direct observations (live, video- or audio-taped) of students at least once during the period of evaluation. Recorded observations should be reviewed by the student. Strengths and areas of growth should be noted in the Practicum Reflection Portfolio and discussed with the supervisor.

All first-year students receive an evaluation at mid-semester and at the conclusion of the practicum. For all other students, 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 2 or below in any category on a final evaluation, an interim evaluation must be completed in the subsequent semester. For all evaluations, the Agency Supervisor notes strengths and weaknesses of the student in the relevant areas that pertain to the specific objectives of

the practicum.

The mid-semester evaluation encourages the Agency Supervisor to provide feedback to the student at a time when evaluation can lead to constructive changes by the student. This feedback should be based on the ongoing discussions in supervision of the student's performance. At the end of the semester, the Agency Supervisor completes the final evaluation form and recommends a Pass or Fail grade for the student. It is the faculty coordinator, however, who assigns a grade to the student for the practicum.

The eight evaluated performance areas include Legal/Ethical Professional Practice, General Clinical Skills, Assessment, Therapy Skills, Consultation, Cultural and Individual Differences and Diversity, Research, Professional Behavior, and Involvement in Supervision. If a rating of 2 or below is given on any item, the comment section must be completed to detail the area of deficiency. However, comments in any other area is strongly recommended.

[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 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 in coordination with the faculty coordinator, if relevant, will make the arrangements for a student with an Incomplete to continue training to acquire the necessary clinical skills.

Participation in practicum team meetings and activities are also a component of the student's practicum grade. Failure to attend all meetings without obtaining an excused absence or completing the required activities may result in a student receiving a grade of fail.

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 and will be placed on remediation (see [Remediation Policy and Procedures](#)).

[Evaluation of the Supervisor by the Student](#)

At the end of practicum for each site (usually spring or summer), 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 completed in Time2Track by the student and must be approved by the supervisor by the end of final exam week.

- **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.

Any requests to extend practica should be submitted to the A-DCT, 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.

Although such training opportunities are evaluated on a case-by-case basis, in general parallel practicum opportunities 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 as well as the A-DCT. Once approved, students must submit a practicum training contract to the A-DCT. The supervisor is required to conduct at least one direct observation of the student at least once per semester. The A-DCT will contact the supervisor at least once each semester on student progress. Supervisors are required to complete an evaluation of the student at the end of each year or end of the placement (whichever occurs first). If areas of concerns are noted, evaluations are required each semester until the area needing improvement has been resolved. If it is not resolved, then a remediation plan will need to be developed (see [Remediation Policy and Procedures](#)).

- **Insurance**

Students providing clinical services as part of an approved practicum placement are covered under the consortial institutions' insurance policies. In addition, the APA offers liability insurance especially for graduate students, designed to cover activities such as practicum and internship. With Occurrence-type coverage, students 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.

The application is online, and the coverage lasts for a full year. For details, see information on SharePoint regarding student liability insurance.

- **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.**

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 Master's Practicum Hours form in SharePoint, Program Documents, Practicum-Related
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 and the 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 October 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. 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 Methods 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 October 1 of Year 3. 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 of their 4th year 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**

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 2nd reader is assigned by the Advisory Panel from an alphabetical list of faculty; 2nd readers may not represent the same school as the faculty research mentor. Once the 2nd reader is identified, blank rubric forms will be placed in the student's SharePoint folder for later completion by the mentor and 2nd reader.
3. Students will enroll in *Research Methods* (PSYC 713) during the Spring semester of Year 1. After successful completion of the *Research Methods* 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 2nd reader each complete an FRP rubric.
5. The final, approved FRP document along with both rubrics must be completed in advance of the October 1 deadline. These materials will be in the students' SharePoint folder. After the mentor approves the FRP the 2nd reader is notified that the FRP is ready for review. This must occur by August 27 in the 3rd year. The Program office will create SharePoint permissions for the 2nd readers to access the student's FRP materials. The 2nd reader returns feedback to the student and mentor no later than September 17. The student is responsible for making any revisions requested by the 2nd reader in advance of the October 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 October 1

deadline. If the Foundational Research Project is not approved by October 1, the student must postpone sitting for the Comprehensive Examination.

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.

- **Guidelines for VCP Access to ODU Sona Participant Pool**

According to the ODU Psychology Department policy, access to the Sona participant pool is restricted to full-time ODU Psychology Department faculty members only. Graduate students are able to access the pool only through sponsorship from a full-time ODU Psychology Department faculty member. All VCP students who wish to access the Sona participant pool for their thesis/FRP or dissertation research must do so with approval of their research mentor, and if their mentor is not a full-time faculty member in the ODU Psychology Department, a sponsor from the Department is required.

There are two possible paths to obtaining a sponsor:

- (1) Students may seek out an ODU faculty member as a potential collaborator on the project. In this case, the student should discuss the research opportunity with the faculty member to see if he or she would be interested in collaborating. The nature of the collaboration should be clearly detailed in terms of potential benefit to the student and the faculty member. In this case, the faculty member collaborator would serve as the supervisor of SONA activities.
- (2) Students may approach the ODU Graduate Program Director (GPD) for the clinical program to request permission to access the Sona pool. Students should be prepared to summarize the research to familiarize the GPD with the project. In this case, the GPD would serve as the supervisor of Sona activities.

Students and Mentors should be aware that IRB approval is necessary in order to access the Sona participant pool. Non-ODU research mentors, as Consortium faculty, may serve as Responsible Project Investigators (RPIs) for obtaining IRB approval. However, non-ODU Psychology faculty may not serve as supervisors of Sona activities, per the ODU Psychology Department policy on accessing the Sona pool. An ODU Psychology Department faculty collaborator or the ODU clinical program consortium GPD must serve in this role. Please keep in mind that per Program Policies, IRB approval is required at the chair's institution as well as the institution at which research is conducted.

- **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 November 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 the clinical program. In consultation with the faculty research mentor, a student may choose to present in Year 4.

- **Option to Complete a Master of Science in Experimental Psychology at Old Dominion University**

Completion of a master's thesis is not a requirement of the Virginia Consortium. Students who have substantial research interests, and who are considering an academic or research career, may be eligible to complete a master's thesis at Old Dominion University. Students considering a master's thesis should discuss this option with their research mentor. Completion of the thesis will satisfy the Program requirement for the Foundational Research Project.

In order to be eligible to select the master's thesis option, students must be in good standing in the Program and must be meeting all Program expectations. Students with mentors at EVMS, NSU, or outside of the ODU Psychology Department who are interested in selecting the master's thesis option should notify the Program office no later than February 1 of the first year in the Program. The Directors will verify that the student is in good standing and eligible, from a Program standpoint, to do the extra work involved in a thesis. At that point, the student and mentor will be notified that they may investigate options for a faculty member at ODU who would be interested and willing to serve in a co-chair role (as the chair of record at ODU) for the project.

To find a possible co-chair, the mentor and student should consider which ODU faculty members might have similar or complementary interests. The student may then approach the faculty member(s) directly to discuss the project. Students are encouraged to prepare the following materials for the potential co-chairs: (1) a summary of the project; (2) a project timeline. ODU faculty members will review this information and may ask for additional information prior to making a decision. If a co-chair arrangement is made, the student and co-chairs should discuss each member's role in the project at the outset. The chair and co-chair should sign the "[Research Expectations/Goals](#)" form to reflect this co-chair relationship.

Clinical students obtaining a master's degree from ODU work on their thesis proposal in the Research Methods course instead of a Foundational Research Project proposal.

Consortium students completing an ODU master's thesis should register for PSYC 698 (Research) and PSYC 699 (Thesis) under the ODU thesis chair instead of Research in Clinical Psychology in the 2nd year. In addition to completing the master's thesis, students must meet all the requirements for the M.S. degree at ODU. Students should be aware this may involve taking additional courses beyond Consortium requirements. Current degree requirements may be found at:

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

As students consider a project timeline, please remember that the thesis must be defended and approved by October 1 to be eligible for comprehensive exams in the same year. Based on this deadline, the Consortium offers the following general guideline for thesis completion:

Year 1	
Aug - Oct	Meetings with mentor; lit review/brainstorm projects; build hypotheses & research plan
Nov - Jan	Write intro and method
Feb - Apr	Rewrites with chair and co-chair
May	THESIS PROPOSAL MEETING
June	Incorporate committee input
July - Aug	IRB submission/revisions; prep for data collection launch
Year 2	
Sept - Dec	Collect data
Jan - Feb	Clean data, analyze, and interpret
Mar - Apr	Write results and discussion
May - July	Rewrites with chair and co-chair
Year 3	
Aug	THESIS DEFENSE MEEETING
Sept	Incorporate committee input
Oct	Thesis final approval (by October 1)

Comprehensive Examination

Students take their Comprehensive Examination in the fall following completion of the Foundational Research Project or thesis. It assesses students' competency in these areas: assessment, intervention, ethics, diversity, and research methods. The assessment component of the exam consists of a written assessment report, based on common data that are provided to the students, and an oral exam on this report. The intervention component of the exam consists of a written work sample based on a client of the student's choosing and an oral exam on this sample. Students must demonstrate competency in ethics and diversity on both the assessment and intervention parts of the Comprehensive Examination.

Research methods will be assessed through an essay exam. Students must demonstrate competency in research methods, including research ethics and diversity issues in research.

The Comprehensive Examination Committee, consisting of at least one representative from each institution, constructs, administers, and scores the examination. Students will have two attempts to pass all parts of the Comprehensive Examination. Each part of the exam (assessment, intervention, and research methods) will be scored as pass or fail.

If a student fails any part(s) of the exam, that part(s) must be repeated in the following spring or fall semester. Students must pass all sections of the Comprehensive Examination before entering candidacy and applying for internship.

A second failure of 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 approved 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.

- **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 and/or faculty 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 “II” 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

- **Academic Advising**

Research mentors serve in the dual roles of academic advisor and research mentor for clinical students. In these roles, they will provide guidance in research as well as mentoring in charting a path through the clinical program and into the future. In this capacity, research mentors will assist students in gaining insight into the practice and profession of clinical psychology; serve as a resource to students in interpreting policies; and assess areas of academic and/or clinical strengths and weaknesses during the student's progress through the Program. If a research mentor is a non-clinical psychologist, a co-advisor will be assigned at the mentor's institution to assist with evaluation of clinical performance.

The research mentor (hereafter the “advisor”) will be 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 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.

Students are expected to meet regularly with their advisors to discuss their academic progress starting in the first month of beginning the Program. 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 4 if students complete an extra year) and in a summary/exit advising session prior to internship. A mid-year evaluation is done in the first year only. 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 advisor (via uploading into the student portal) for review in preparation for their annual evaluation.

- **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. When purchasing airfare and hotel stays, do not ‘bundle’ your purchases.

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 in the ODU Psychology

Department. 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. Progress is measured against the American Psychological Association's (APA) Standards of Accreditation (SoA) Profession Wide Competencies (PWCs). These reviews are also 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 each year in the program and in a summary advising session prior to internship. Prior to going on internship students must meet the PWCs for doctoral level training. Each year, 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 advisor for review in preparation for their annual evaluation.

Implementation

Year 1

1. The student meets with the advisor in September to discuss adjustment to the Program and the student's overall goals.
2. At semester midterm, the advisor and student discuss academic options for the next semester and adjust the student's plan of study accordingly.
3. Early in the spring semester the advisor and student discuss student progress during the first semester in courses, practicum, research, assistantship, and professional behavior. Information 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 advisors again review available information from practica, transcripts, course instructor feedback, and assistantship feedback and prepare a formal annual evaluation that builds on the feedback from the interim evaluation with additional information regarding student performance in the Spring semester. Evaluations include information on 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 beyond

1. Early in the fall semester, the advisor and student review plans for the upcoming year based on last year's annual evaluation.
2. The advisor will complete a formal year end evaluation 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.

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 professional 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 12 credits after having been placed on academic probation;
- (b) Failure to earn a B- or better in 4 or more courses (three courses may be repeated in an attempt to improve performance);
- (c) Failure to pass any section of the Comprehensive Examination on the second attempt;

- (d) 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;
- (e) Extended, unauthorized absence from the Program; or
- (f) Failure to complete all degree requirements within the seven-year limit
- (g) 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

NSU: <https://www.nsu.edu/policy/bov-05.aspx>

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.

EVMS:

[https://www.evms.edu/media/evms_public/departments/general_counsel/Code_of_Conduct_\(new_template\).pdf](https://www.evms.edu/media/evms_public/departments/general_counsel/Code_of_Conduct_(new_template).pdf)

NSU: <https://www.nsu.edu/Assets/websites/policy-library/policies/03/Administrative-Policy-27-02-Code-of-Student-Conduct.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 of time that the student may be absent from the Program. Unless special circumstances exist, the maximum period of time 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>

EVMS:
https://www.evms.edu/about_evms/leadership/general_counsel/legal_and_compliance/legalcompliance_policies_information/complaints/

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Dean-of-Students/Student-Conduct/Reporting>

- **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.

- **Problems with Research Mentors/Advisors**

Students are admitted into the Program to work with a specific research mentor. The mentor also serves as the academic advisor. In the event that a problem arises between the student and research mentor that cannot be resolved, students can contact one of the Directors for assistance.

- **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 Assistantships**

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 may be 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 full or partial tuition scholarship. Current tuition rates are \$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. Students should also have e-mail accounts at all three institutions.**

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 **Apply to Graduate Link**

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.

Important Web Addresses

- **Program:** www.odu.edu/vcpcp
- [Link to ODU Graduate Catalog](#)

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	ODU	Empirically-supported Therapies	3	NSU	Social & Multicultural Psychology	3	Any	Dissertation	3	Internship	4
ODU	Analysis of Variance	4	Any	Research in Clinical Psychology*	3	Any	Elective or Advanced Stats	3	Any	Elective or Advanced Stats	3		
ODU	Psychopathology	3	NSU	Clinical Practicum	3	Any	Research in Clinical Psych.	2	EVMS	Consultation/Supervision	3		
NSU	Clinical & Ethical Practice	3	Any	Elective or Advanced Stats	3		Adv. Clinical Practicum (20 hrs)	6		Clin. Practicum (8 or 20 hrs)	3 or 6		
Any	Research in Clinical Psych.	2			9			11			9		
		15											
SPRING			SPRING			SPRING			SPRING			SPRING	
EVMS	Personality Assessment	3	ODU	Developmental or Elective***	3	ODU	Developmental or Cognition***	3	Any	Dissertation	3	Internship	4
ODU	Regression/Correlational Design	4	Any	Research in Clinical Psychology**	3	Any	Elective or Advanced Stats	3	Any	Elective or Advanced Stats	3		
ODU	Research Methods	3	NSU	Clinical Practicum	3	Any	Research in Clinical Psych.	2		Clin. Practicum (8 or 20 hrs)	3 or 6		
NSU	Clinical Practicum	3	Any	Elective or Advanced Stats	3		Adv. Clinical Practicum (20 hrs)	6			6		
		13			9			8					
						COMPS COMPLETED							
sum{			SUMMER			SUMMER			SUMMER			SUMMER	
EVMS	Cognitive Behavioral Therapy	3	EVMS	Biol and Cog Aspects of Behavior	3	NSU	History & Systems	3	Any	Dissertation/Psych 999	3	Internship	4
Any	Research in Clinical Psych.	2	Any	Research in Clinical Psych.	2	Any	Dissertation	3			3		
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3		Clinical practicum (optional)	3					
		8			8			6					
FRP or MS Thesis proposal recommended by 10/1 of 2nd year			FRP or MS Thesis due by 12/1 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				Course Numbers Key				Practicum hours					
PSYC 731 Cognition		*If MS at ODU, PSYC 698 Research		CPSY 896 Advanced Clinical Practicum		PSYC 727 Analysis of Variance		Students would have approx 1500 hrs before applying for internship.					
PSYC 651 Developmental		**If MS at ODU, PSYC 699 Thesis		CPSY 895 Clinical Practicum		PSYC 801 Empirically-supported Therapies							
		***Cognition may be taken for an ODU MS		CPSY 700 Ethical and Clinical Practice		CPSY 632 Intellectual Assessment		Total Credit Hours					
Courses offered in alternate years				CPSY 961 Biological and Cognitive Aspects of Behavior		CPSY 971 Consultation/Supervision		PSYC 890 Internship		Required Hours		117	
CPSY 635 Social & Multicultural Psychology		CPSY 705 History & Systems		CPSY 936 Personality Assessment		PSYC 661 Psychopathology		CPSY 728 Regression/Correlational Design		Elective hours		6	
Electives				PSYC 713 Research Methods		CPSY 912 Research in Clinical Psych - EVMS		PSYC 713 Research Methods		Total Hours for Degree		123	
One intervention elective and one general elective are required.				CPSY 814 Research in Clinical Psych - NSU		PSYC 883 Research in Clinical Psych - ODU							
Note - blue highlight represent required hours													

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	ODU	Empirically-supported Therapies	3	Any	Elective or Advanced Stats	3	Any	Dissertation	3	Internship	4
ODU	Analysis of Variance	4	NSU	Social & Multicultural Psychology	3	Any	Research in Clinical Psych.	2	Any	Elective or Advanced Stats	3		
ODU	Psychopathology	3	Any	Research in Clinical Psychology*	3	EVMS	Consultation/Supervision	3		Clin. Practicum (8 or 20 hrs)	3 or 6		
NSU	Clinical & Ethical Practice	3	NSU	Clinical Practicum	3		Adv. Clinical Practicum (20 hrs)	6			6		
Any	Research in Clinical Psych.	2	Any	Elective or Advanced Stats	3			11					
		15			12								
	SPRING			SPRING			SPRING			SPRING		SPRING	
EVMS	Personality Assessment	3	ODU	Developmental or Elective***	3	ODU	Developmental or Elective***	3	Any	Dissertation	3	Internship	4
ODU	Regression/Correlational Design	4	Any	Research in Clinical Psychology**	3	Any	Elective or Advanced Stats	3	Any	Elective or Advanced Stats	3		
ODU	Research Methods	3	NSU	Clinical Practicum	3	Any	Research in Clinical Psych.	2		Clin. Practicum (8 or 20 hrs)	3 or 6		
NSU	Clinical Practicum	3	Any	Elective or Advanced Stats	3		Adv. Clinical Practicum (20 hrs)	6			6		
		13			9			8					
							COMPS COMPLETED						
	SUMMER			SUMMER			SUMMER			SUMMER		SUMMER	
EVMS	Cognitive Behavioral Therapy	3	NSU	Clinical Practicum	3	Any	Dissertation	3	Any	Dissertation/Psych 999	3	Internship	4
EVMS	Biol and Cog Aspects of Behavior	3	Any	Research in Clinical Psych.	2		Clinical practicum (optional)	3	NSU	History & Systems (or Year 2)	3		
NSU	Clinical Practicum	3	NSU	History & Systems (or Year 4)	3			3			3		
Any	Research in Clinical Psych.	2			8								
		11											
FRP or MS Thesis proposal recommended by Oct 1 of 2nd year			FRP or MS Thesis due by 12/1 of 3rd yr.			Approved proposal req. by 10/1 of 4th yr							
Courses offered annually but student has option of which semester to take the course				Course Numbers Key				Practicum hours					
PSYC 731 Cognition - only required for ODU M.S.		*If MS at ODU, PSYC 698 Research		CPSY 896 Advanced Clinical Practicum		PSYC 727 Analysis of Variance		Students would have approx 1500 hrs before applying for internship.					
PSYC 651 Developmental		**If MS at ODU, PSYC 699 Thesis		CPSY 895 Clinical Practicum		PSYC 801 Empirically-supported Therapies							
		***Cognition may be taken for an ODU MS		CPSY 700 Ethical and Clinical Practice		CPSY 632 Intellectual Assessment							
Courses offered in alternate years				Total Credit Hours									
CPSY 961 Biological and Cognitive Aspects of Behavior		CPSY 971 Consultation/Supervision		PSYC 890 Internship		Required Hours		117					
CPSY 635 Social & Multicultural Psychology		CPSY 705 History & Systems		CPSY 936 Personality Assessment		Elective hours		6					
Electives				PSYC 661 Psychopathology				Total Hours for Degree		123			
One intervention elective and one general elective are required.				PSYC 728 Regression/Correlational Design									
				PSYC 713 Research Methods									
Note - blue highlight represent required hours				CPSY 912 Research in Clinical Psych - EVMS									
				CPSY 814 Research in Clinical Psych - NSU									
				PSYC 883 Research in Clinical Psych - ODU									

APPENDIX B

Link to fillable [Research Expectations](#)

(SharePoint link, VCP students only)

Year 1 Research Expectations/Goals

Instructions: Students are responsible for setting up meetings with their mentor, being aware of program deadlines and meeting these deadlines, and working with their mentor to develop goals regarding their research activities.

√	Activity
	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 for the year.

List Research Goals here by (10/15):

Mark chosen plan:

_____ MS Thesis
 _____ Vetted Thesis

_____ Foundational Research Project

If Applicable:

Thesis Chair Signature: _____ Date: _____

Thesis Co-chair Signature: _____ Date: _____

Student Name:	Student Signature:	Date:
Mentor Name:	Mentor Signature:	Date:

Year 2 Research Expectations/Goals

Instructions: Students are responsible for setting up meetings with their mentor, being aware of program deadlines and meeting these deadlines, and working with their mentor to develop goals regarding their research activities.

√	Activity
	Continue meeting with Research Mentor
	Present at VCP Research Day (if applicable; at least one Research Day presentation during program attendance is required)
	Research Mentor and Student develop goals and timeline for appropriate research activities for the year.
	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
	<u>For students who have a vetted thesis:</u> Continue with goals and timeline established with faculty research mentor.

List Research Goals here:

Student Name:	Student Signature:	Date:
Mentor Name:	Mentor Signature:	Date:

Year 3 Research Expectations/Goals

Instructions: Students are responsible for setting up meetings with their mentor, being aware of program deadlines and meeting these deadlines, and working with their mentor to develop goals regarding their research activities.

√	Activity
	Complete FRP or MS thesis by October 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

List Research Goals here:

Student Name:	Student Signature:	Date:
Mentor Name:	Mentor Signature:	Date:

Year 4 Research Expectations/Goals

Instructions: Students are responsible for setting up meetings with their mentor, being aware of program deadlines and meeting these deadlines, and working with their mentor to develop goals regarding their research activities.

√	Activity
	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
	Continue any ongoing research projects (aside from dissertation)

List Research Goals Here:

Student Name:	Student Signature:	Date:
Mentor Name:	Mentor Signature:	Date:

Year 5 Research Expectations/Goals

Instructions: Students are responsible for setting up meetings with their mentor, being aware of program deadlines and meeting these deadlines, and working with their mentor to develop goals regarding their research activities.

√	Activity
	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
	Continue any ongoing research projects (aside from dissertation)

List Research Goals Here:

Student Name:	Student Signature:	Date:
Mentor Name:	Mentor Signature:	Date: