The Virginia Consortium
Program in Clinical Psychology

Jointly Sponsored by

Norfolk State University

Old Dominion University

2024-2025
Program Handbook

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Introduction

The Virginia Consortium Program is a unified program offered jointly by Norfolk State University and Old Dominion University. Eastern Virginia Medical School terminated its involvement as a separate institutional member in the Consortium effective July 1, 2021 and became the medical school affiliated with Old Dominion University effective July 1, 2024.

- **Accreditation**

  Accredited by
  American Psychological Association Consultation/Accreditation
  750 First Street, NE
  Washington, DC 20002
  202-336-5979/Fax 202-336-5978
  Email: apaaccred@apa.org

- **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.

  o **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 are consistent with the mission and policies of the supporting institutions;
    - Assuring that the curriculum meets state (Virginia), 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;
    - Ensuring that appropriate student and Program records are maintained in the Program Office and/or electronically;
    - Corresponding on behalf of the Program on official matters.

  o **Associate Director of Clinical Training (A-DCT).** The A-DCT is primarily responsible for coordinating and overseeing the Program's clinical training activities. This may include responsibility for practicum courses or working with faculty who are assigned practicum courses. They monitor the clinical training progress of students, the quality of practicum placements, and develop any reports related to clinical training aspects of the Program.

  o **Student Representatives.** The two student representatives (one for 1st and 2nd year students and one for the advanced students) are selected by the students to attend monthly faculty meetings and serve as the liaison between the faculty and student body during the academic year. Students also serve on the Diversity committee and contribute to the Admissions committee. Student representatives provide valued

input on matters of Program policy and governance but are not involved in the evaluation of other students.

- ○ **Program Office.** Located on the Old Dominion University campus at 234 Mills Godwin Building (757-683-4212), 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 faculty committees.

Mission Statement and Program Aims

The mission of the Virginia Consortium Program is to graduate clinical psychologists who are prepared to pursue clinical, research, and academic careers through the following aims:

1. Provide balanced and integrative training in both science and practice.

2. Graduate clinical psychologists who are competent in:
   a. Research
   b. Ethical and legal standards
   c. Individual and cultural diversity
   d. Professional values, attitudes, and behaviors
   e. Communication and interpersonal skills
   f. Assessment
   g. Intervention
   h. Supervision
   i. Consultation and interprofessional/interdisciplinary skills

Educational Philosophy and Training Model

We believe clinical psychologists are best educated as scientist-practitioners who are culturally competent in science and practice. Scientific knowledge and methods form the foundation for effective clinical practice which, in turn, informs future research. Thus, our training model ensures that students develop skills to design and conduct research as well as implement empirically-based techniques in practice.

Regardless of whether a student decides to pursue a clinical career, an academic career, or a research career or some combination of these, students gain experience articulating current problems and issues, formulating creative solutions to those problems, and testing hypotheses by systematically gathering empirical evidence.

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's scientist-practitioner model is comprised of three major components - coursework, practicum training, and research training - which are sequential, cumulative, and graded in complexity.

Program Policy Related to Serving a Diverse Public

This Program policy statement was derived from work by the APA Board of Educational Affairs Working Group on Restrictions Affecting Diversity Training in Graduate Education (see Wise, Bieschke, Forrest, Cohen- Filipic, Hathaway, and Douce, 2015).

In our APA-accredited program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes needed to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with clients placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to refuse to develop professional competences because of conflicts with their attitudes, beliefs, or values. Trainees are required to work with multiple populations with diverse, intersectional presentations.

Program Diversity Statement

The Virginia Consortium Program in Clinical Psychology is committed to cultivating an atmosphere of inclusion and mutual respect that highlights and celebrates diversity within the Virginia Consortium and the broader community. The Program is dedicated to increasing the recruitment and retention of students, faculty, and staff underrepresented in Psychology, and welcoming academic perspectives from historically marginalized groups. The Program also strives to advocate for and support the interests of individuals from all races, sexes, gender identities, gender expressions, sexual orientation, religions, ethnic backgrounds, socio-economic backgrounds, physical and mental abilities, and residency statuses. The Program is committed to training students to work competently and effectively within a multicultural society. Accordingly, the Program works to promote diversity in all teaching, research, and service activities as well as in clinical training and mentoring. In fulfilling this commitment, VCPCP is dedicated to an ongoing effort to foster an atmosphere of inclusion and mutual respect. We strive to address social problems and respond creatively and compassionately to the challenges facing our local, state, national, and global communities. We recognize that such an atmosphere is not an end-state but rather an ongoing process and an attitude to be embodied and enacted by our faculty and students both personally and professionally.

Degree Requirements - Overview

- **Coursework Hours and Residency Requirement**

  Students entering the program with a bachelor's degree, or with a master's degree, are required to complete a minimum of 116 credit hours. This typically requires a minimum of 4 years of residency in the program prior to the predoctoral internship. A sample curriculum is shown in Appendix A. See below under Research Training Sequence for those considering a 5th year in residence.

- **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. Students who complete a master's thesis at another institution may submit it for consideration to meet this requirement. Details on this requirement are found below under Research Training.

- **Comprehensive Examination**

  Students take oral and written comprehensive exams in their 3rd year of the Program, following completion of the foundational research project. Details on these examinations are found under Comprehensive Examinations below.

- **Doctoral Dissertation**

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

- **Advancement to Candidacy**

  To advance to candidacy, students must successfully complete all required coursework, fulfill the Foundational Research Project requirement, pass all sections of the comprehensive examination, and have an approved doctoral dissertation proposal.

- **Predoctoral Internship**

  Completion of an APA accredited or APPIC approved internship is a degree requirement. Students should seek an APA accredited internship. If a student is considering an unaccredited internship, they must discuss this well in advance with their advisor and the DCT. If a student wishes to consider an unaccredited internship, the DCT and A-DCT will evaluate the site to determine the quality and adequacy of the internship. In case of disagreement between the DCT and A-DCT about the quality and adequacy of the internship, the internship will be discussed in a clinical faculty meeting so that the full faculty has input. See Predoctoral Internship below for additional details regarding the approval processes for an unaccredited internship. Additional 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 cumulative 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

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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. See the [ODU Graduate Studies Policies and Procedures](#) for additional information.

b) **Coursework and Domain Specific Knowledge** (DSK) Assignments (see p. 6 for details): Students must earn a B- or better in required classes and an 80 or higher on all DSK Assignments. Students who do not earn a B- or better in a required course must repeat the course; similarly, students who do not earn an 80 or higher on a DSK assignment will be required to repeat the assignment. Grade forgiveness does not apply at the graduate level so all courses contribute to the cumulative GPA and appear on the transcript. Students who do not earn a B- or better in more than one course may be recommended for program termination.

Curriculum

- **Overview**
  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 to work on publications with their mentor whenever possible (see Research Training requirements below). 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 practica, consider electives, and conduct an empirical dissertation. Advanced clinical practicum training is required in Year 3 and is comprised of a minimum of 16-20 hours a week of clinical experience. In Year 4, students continue their clinical experiences, but the hour requirements can vary from 8 - 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 predoctoral internship typically during Year 5 of the Program. It is ***strongly recommended*** that students keep detailed documentation of materials related to their training (i.e., syllabi, details on clients, types of intervention in a separate file outside of t2t). It is possible that licensing boards may require copies of syllabi or documentation of practicum and predoctoral internship hours.

- **Pathways to PhD:**

  - Students are enrolled in the Virginia Consortium program in one of two pathways.
    - **Path A**: For those entering with a completed master's degree, 116 credits and 12 semesters of full-time residence (excluding internship and dissertation; oral and written comprehensive examination; empirical dissertation, practicum training; one-year full-time 12-month APA accredited clinical internship outside the consortium) are required.
      - 3cr.   CPSY 632 Intellectual Assessment
      - 3cr.   CPSY 651 Developmental Psychology
      - 3cr.   CPSY 661 Psychopathology
      - 3cr.   CPSY 664 Clinical Assessment: Personality & Individual Differences
      - 3cr.   CPSY 700 Clinical & Ethical Practice
      - 3cr.   CPSY 713 Research Methods in Psychology
      - 3cr.   CPSY 720 Multicultural Issues in Clinical Psychology
      - 3cr.   CPSY 725 Cognitive-Behavioral Therapy
      - 4cr.   CPSY 727 Analysis of Variance and Experimental Design
      - 4cr.   CPSY 728 Regression and Correlation
      - 3cr.   CPSY 749 Social & Affective Bases of Behavior
      - 3cr.   CPSY 801 Empirically-Supported Therapies
      - 3cr.   CPSY 826 Biological & Cognitive Aspects of Behavior
      - 33cr. CPSY 895/CPSY 896 Clinical Practicum/Advanced Clinical Practicum
      - 18cr. CPSY 783 Research in Clinical Psychology
      - 12cr. CPSY 899 Clinical Dissertation
      - 12cr. CPSY 890 Internship in Clinical Psychology

- o **Path B**: For those entering without a completed master's degree, the student is dually enrolled in the doctoral VCPCP program <u>and</u> the master's in psychology program at ODU upon admission. A 36-credit master's degree is required with the remaining 80 credits applied to the PhD.
    - Masters: 36 credit hours
        - o *Section A* - Research core: 17 credits
            - 3cr.   CPSY 713 Research Methods in Psychology
            - 4cr.   CPSY 727 Analysis of Variance
            - 4cr.   CPSY 728 Regression and Correlation
            - 3cr.   CPSY 698 Research in Psychology
            - 3cr.   CPSY 699 Thesis
        - o *Section B* - Required core foundational courses (select 2 of 4*): 6 cr.
            - 3cr.   CPSY 661 Psychopathology
            - 3cr.   CPSY 651 Developmental Psychology
            - 3cr.   CPSY 749 Social & Affective Bases of Behavior
            - 3cr.   CPSY 720 Multicultural Issues in Clinical Psychology
            - *whichever two not selected here contributes to the doctoral hours*
        - o Section C – Required Clinical courses: 13 credits
            - 3cr.   CPSY 632 Intellectual Assessment
            - 3cr.   CPSY 664 Clinical Assessment: Personality & Indiv Differences
            - 3cr.   CPSY 700 Clinical & Ethical Practice
            - 4cr.   CPSY 883 Research in Clinical Psychology
    - Doctoral: 80 credits
        - o Required Core Foundational courses (select 3 of 5*): 9 credits
            - 3cr.   CPSY 661 Psychopathology
            - 3cr.   CPSY 651 Developmental Psychology
            - 3cr.   CPSY 749 Social & Affective Bases of Behavior
            - 3cr.   CPSY 720 Multicultural Issues in Clinical Psychology
            - 3cr.   CPSY 826 Biological & Cognitive Aspects of Behavior
            - *whichever two not selected for masters contributes to the doctoral hours*
        - o Required clinical courses: 54 credits
            - 3cr.   CPSY 725 Cognitive-Behavioral Therapies
            - 3cr.   CPSY 801 Empirically-Supported Therapies
            - 33cr. CPSY 895/CPSY 896 Clinical Practicum/Adv Clinical Practicum
            - 12cr. CPSY 890 Internship in Clinical Psychology
        - o Required research courses: 26 credits
            - 14cr. CPSY 883 Research in Clinical Psychology
            - 12cr. CPSY 899 Clinical Dissertation

- **Standards of Accreditation**
  The Program's curriculum is designed in accordance with the American Psychological Association's Standards of Accreditation for Doctoral Programs in Health Service Psychology. More information about these Standards is available at the APA website

  APA's Standards of Accreditation requires that students demonstrate **Discipline Specific Knowledge (DSK)** in each of these areas:

    a. History and Systems of Psychology
    b. Affective Aspects of Behavior
    c. Biological Aspects of Behavior
    d. Cognitive Aspects of Behavior
    e. Developmental Aspects of Behavior
    f. Advanced Integrative Knowledge of Basic Discipline Content Areas
    g. Research Methods
    h. Statistical Knowledge
    i. Psychometrics

In accordance with APA guidelines, students must attain minimal levels of achievement (MLAs) that are set to ensure that every student has reached a level of 80% of the required knowledge. These DSKs are accomplished through coursework, assignments, and workshops, with performance evaluations accomplished through course grades, DSK assignment grades, and/or program exams. If a student does not achieve a B- (or 80%) or better in a required course, a required component of a course, a required DSK assignment, or a program exam, the student must retake the course, section of the course, assignment, or exam, as applicable. If a student does not meet 80%, a performance review will occur (see Performance Expectations). Program MLAs are detailed in Appendix D.

APA's Standards of Accreditation also require that program graduates demonstrate the following **Profession Wide Competencies** (PWCs). These competencies are developed through coursework, practica, research activities, and other Program activities. The PWCs are:

a. Research
b. Ethical and legal standards
c. Individual and cultural diversity
d. Professional values, attitudes, and behaviors
e. Communication and interpersonal skills
f. Assessment
g. Intervention
h. Supervision
i. Consultation and interprofessional/interdisciplinary skills

Evaluations of competency include course grades, practicum evaluations, evaluations of research activities, the comprehensive examination, and annual evaluations. Students' performance that does not meet the required threshold for competency will be reviewed to determine appropriate action to enhance their competency (see Performance Expectations).

- **See sample course schedule, Appendix A**

- **See program Degree Requirements Checklist, Appendix C**

- **Reduction of Required Coursework**

  On the basis of demonstrated proficiency, a student may waive up to 6 semester hours of previous coursework. To waive a course, proficiency must be established to the satisfaction of the course instructor and Directors. A student may waive no more than 6 semester hours of eligible courses based on graduate courses completed elsewhere prior to admission to the Program. Practica, required clinical courses (see p. 7), dissertation, and internship cannot be waived.

  To waive a course, students must demonstrate foundational knowledge by completing a comparable course in a previous program in which an assessment of B- (80%) or better is achieved. The Program has a formal review process. Please consult Sharepoint Student Resources-> Program Forms ->Additional Forms for a Checklist to view what APA expects from a graduate course in this program, which are the minimum criteria for seeking a course waiver. If all of these criteria are met, the student and advisor discuss whether to request a course waiver and the transcript must verify that the previous coursework meets the 80% threshold If the advisor is in support of the transfer credit. The student must also seek permission of the VCP course instructor by submitting a syllabus, and if necessary, other supporting documents for instructor review. Instructors are encouraged to evaluate carefully the student's proficiency and may choose to evaluate by further examination to determine if the previous coursework is comparable to the Program course. Students

are encouraged to begin this process as early as possible to allow sufficient time to enroll in the course if the transfer credit is not approved. If all of these processes are followed, the student should complete the Course Waiver request form, also found in Sharepoint Student Resources-> Program Forms->Additional Forms.

NOTE: Courses that are waived from another institution will **not** appear on the student's Consortium transcript. This process is documented by obtaining signatures on the Course Waiver form, submitted to the Program Office, and uploaded into the student's file.

NOTE: Waiver of course credits does **NOT** reduce the total credit hour requirement for the doctoral degree from the VCPCP.

- **Reduction of Foundational Research Project/Thesis Requirement**

  Students who have completed an empirical thesis in a graduate program at another institution may have it evaluated to meet the foundational research project (FRP) requirement. The evaluation process begins by submitting the thesis to the research mentor who evaluates it using the program's FRP rubric. If approved by the mentor, a second review will be conducted by another faculty member, ideally at the other consortial institution, appointed by the DCT. The application to waive the foundational research project requirement with detailed directions about this process is located on under SharePoint -> Student Resources-> Research Docs." Additional information on this process is also found in this Handbook under Foundational Research Project.

- **Course Scheduling and Registration/Student Responsibility**

  The DCT will send students a listing of upcoming courses before each semester. Students are expected to meet with their advisors to discuss their academic plan for each upcoming semester and seek approval of their proposed courses. Given that timely completion and registration for courses is typically linked to funding, students are expected to meet all requests for completed registration forms in a timely fashion.

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 through coursework and participating in practicum team meetings in their first semester; in subsequent semesters students are enrolled in practicum courses and continue to participate in practicum team meetings through their fourth year. Practicum is optional for students in good standing who remain beyond the fourth year; participation in practicum team meetings beyond the fourth year is required for students undergoing clinical training beyond the fourth year and optional for those not undergoing clinical training. The clinical courses include:
  > Clinical and Ethical Practice
  > Intellectual Assessment
  > Clinical Assessment: Personality and Individual Differences
  > Empirically Supported Therapies
  > Cognitive Behavioral Therapy
  > Practicum
  > Advanced Practicum

  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, 4) prepare students for comprehensive examination, 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 every semester 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 in the spring of the second year, each student will conduct a 45-50 minute diagnostic interviews with a standardized patient (SP) at the Sentara Center for Simulation and Immersive Learning at EVMS. At the end of each interview, the SP will provide feedback and rate the student's performance. These encounters will also 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 formative assessment provides students with information about their strengths and weaknesses. The SP in the spring of the second year will also serve as the case basis for the assessment portion of the Comprehensive Examinations (see below).

- **Clinical Practicum Placements**

  Clinical training in 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 community mental health centers, military hospitals, medical hospitals, private hospitals, university counseling centers, public school systems, and specialty services (e.g., neuropsychological services). Each practicum in Years 1 and 2 consists of eight to twelve hours per week of supervised clinical experience.

Practicum objectives correspond to the sequence of clinical courses. The goal of the sequence is to provide a systematic and cumulative approach to: (1) acquiring and rehearsing the core assessment and intervention skills: (2) developing knowledge and application of ethical and professional behaviors; (3) developing cultural awareness and competency expected of a general clinical practitioner. Training in ethics and multicultural competence are emphasized throughout the practicum sequence.

For example, in the first semester, clinical courses include psychopathology and intellectual assessment. Practicum in the second semester of the first year allows the student to gain experiences in conducting, scoring, and interpreting intellectual assessments. In the second semester of the first year students take a course in assessment of personality and individual differences. In the summer of the first year, students continue in assessment practica and conduct personality assessments and gain experience in writing integrated reports. Students complete a calendar year-long therapy practicum starting in August of their 2nd year. Cognitive Behavior Therapy and Empirically Supported Therapies complement these experiences. 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 in Year 3 across a minimum of two semesters where the student spends 16-20 hours each week in a clinical setting. In Year 4, the student continues in clinical training across two semesters, but the hours may vary from 8 - 20 hours per week. In Year 5, the student typically completes training in a clinical internship unless undergoing an additional year in residence in the program.

NOTE: Some practicum experiences require completion of a trainee qualifications and credentials verification which delineate certain health requirements and personal information that must be verified by the DCT. For instance, prior to participating in training at a VA facility, each trainee must meet all program and VA requirements and be listed on a Trainee Qualifications and Credentials Verification Letter (TQCVL; for more info, go to https://www.va.gov/files/2022-01/TQCVLGuideforProgramDirectors.pdf). The information needed for the TQCVL is not information that the DCT normally would request and students can elect to forgo a VA practicum.

- **Practicum Sequence**

  - **Year 1:**
    - Spring semester, 15 weeks
      General Objectives
      1. To apply skills and knowledge learned in Clinical and Ethical Practice, Psychopathology, Assessment of Personality and Individual Differences 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
      5. To develop greater awareness of ethical issues and the influence of culture/diversity on individuals in a clinical setting.
      Sample Relevant Activities
      1. Administering scoring and interpreting cognitive assessments

2. Report writing (incorporating behavioral, motivational, and socioeconomic, and cultural 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 based on individual and cultural differences.

- Summer semester, 10 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 client management
  3. To develop skills in preparing integrative psychological reports based on observation and psychological test data
  4. To increase skill in writing reports that consider ethical issues and the influence of culture/diversity on individuals

  Sample Relevant Activities
  1. Selection, administration, interpretation, and written reporting of assessments using cognitive, personality, and self-report 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, cultural context, 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 calendar year - long placement.]
  - Fall and Spring semesters, 15 weeks each, Summer, 10 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 to develop greater awareness of ethical issues and the influence of culture/diversity on individuals in a clinical setting.
    8. To develop cultural competence in the delivery of clinical 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 and cultural 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 different techniques

- **Years 3 (Advanced Clinical Training) and 4:** ~August to May, Approx. 30 weeks
  Year 3 practica involve a minimum of 16-20 hours/week in a setting providing direct clinical services. During Year 4, the student continues in clinical training but the hours may vary from 8 - 20 hours per week.
  General Objectives
  1. To offer students the opportunity to pursue training in specific areas
  2. To assume increased responsibility in professional activities with a minimal amount of supervision
  3. To increase case conceptualization skills
  4. To encourage professional development and career planning
  5. To develop greater sensitivity to issues related to culture and diversity in the delivery of professional psychological services.
  Sample Relevant Activities
  1. Articulate one's own training needs/goals, structuring 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.

- **Typical Minimum Practicum Hours and Supervision Expectations**

Students are expected to spend the required number of hours on site as contracted and to reschedule any missed hours (e.g. illness, inclement weather, professional conferences), with approval, after consulting with their supervisor. All hours are tracked through the online portal, Time2Track. The program provides each student with a license to track hours pre-internship with renewal keys typically disbursed in late July. Please note that although all hours should be completed on site, not all hours at the site will be counted in Time2Track (see Sharepoint Student Resources-> Additional Resources for guidance on tracking hours. Students should also consider consulting with their predoctoral internship whether it is wise to pursue a license for Time2Track to serve as a mechanism for tracking hours during their predoctoral internship.

At a minimum, students should aim for 500 direct contact intervention and assessment hours prior to leaving for predoctoral internship. Students should strive for approximately 50% of their time spent in direct service beginning in the 5th week of a **new** placement (however, this will vary by site and student skills and determined by the supervisor and availability of clinical activities). Students are encouraged to focus on the quality of their practicum experiences and not the quantity of hours. Typically, students in assessment placements will get fewer direct service hours but may develop more integrated reports. Students should not get overly focused on counting hours but on the quality and nature of the clinical experiences. However, the chart above indicates minimum total numbers of hours students should earn during their practicum training.

Virginia licensure requires a minimum of 1500 *pre*-internship hours to count towards residency requirements; the pre-doctoral internship cannot count toward this Virginia licensure requirement. All students should be aware of licensure requirements for any state they are considering residing to ensure that they are knowledgeable of all pre-internship hour requirements for licensure (the program maintains an up-to-date accounting of how the program's degree meets each state's licensure requirement, located on the bottom of our website home page).

Year 1			
Spring Term (15 weeks)			
Weekly Practicum Hours	**Supervision Hours (weekly)**	**Total Hours**	**Total Cumulative Hours**
8	1	120	120
Summer Term (10 weeks)			
8	1	80	200
Year 2			
Fall Term (15 weeks)			
8	1	120	320
Spring Term (15 weeks)			
8	1	120	440
Summer Term (10 weeks)			
8	1	80	520
Year 3			
Fall Term (15 weeks)			
16	2	240	760
Spring Term (15 weeks)			
16	2	240	1000
Year 4			
Fall Term (15 weeks)			
8	1	120	1120
Spring Term (15 weeks)			
8	1	120	1240
Total Practicum Hours Pre-Internship			≥1240
	Assessment and Intervention		>500
	Supervision		~155
	Integrated Reports		~10

- **Supervision**

  The supervision provided throughout the practicum sequence is of critical importance and represents an essential ingredient in providing a quality clinical training experience. In the Virginia Consortium, supervision is an ongoing educational process in which a licensed psychologist (or a supervised intern/postdoc/unlicensed psychologist) or other licensed mental health provider (approved by the Program) guides 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.

  For every 8 hours of practicum training, students must have at least one (1) hour of supervision (see chart above for general expectations). At least 1 hour of supervision in

a setting should be individual supervision and the remainder can be a combination of individual and group supervision. Supervision can be conducted by interns, postdocs, and/or unlicensed psychologists who are supervised on their supervision by a licensed clinical psychologist. Students can expect their early supervision to be in-person in order to solidly establish the supervisory relationship, with the potential for telesupervision as outlined in Appendix K.

Students in their 4th and 5th year may be supervised by other licensed professionals if approved by the Practicum Coordinator. Supervision by other professionals require meeting with the Practicum Coordinator (who must be licensed) regularly to oversee these experiences. The faculty coordinators for each practicum maintain ongoing relationships with supervisors and are responsible for the overall coordination and monitoring of practicum training. The A-DCT serves as the 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 and 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.

First and Second Year Placement Process.
Prior to being placed, students are provided a list of all available sites with information about the experiences provided. Students should discuss their placement preferences with their advisors. In the first two years students may have to interview and provide a copy of their CVs at some sites. The Practicum coordinator will request a ranked list of preferred placements. Previous experience of first year students along with their ranked preferences and site preferences are used to assign students to practicum placements in their second semester. Students do not make direct contact with sites during this process unless allowed to do so by the ADCT. 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 and/or ADCT.

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.]

NOTE: *To avoid dual relationships, students who seek personal counseling services at the ODU Counseling Center or NSU Counseling Center are not eligible to do practicum at these sites.*

Advanced Placement Process
The advanced training (16-20 hours per week of clinical training) assignment process starts at the end of fall semester or beginning of the spring semester for current 2nd year students (or students in their first year of therapy) and 3rd year students. Information will be provided on the options for placements in the next academic year. Some sites will host Open Houses/Site Visits.

Open Houses/Site Visits are designed for the students to learn more about the sites, hear from students who have worked at a site (when feasible), and ask questions about the training and supervision experiences. These visits may be virtual or face to face. Not all sites host these visits and students will be provided information about the training at these sites via email.

Process
1. Once site visits are scheduled, all 2nd year students are expected to attend all open houses to learn more about the placement and ask questions.
   a. Third year and above students who may be interested in a 20-hour a week placement are welcome to attend only open houses that pique their interest.
2. Students are encouraged to talk to their mentors about the options and their training needs and are also welcome to meet with the A-DCT prior to selecting sites to apply to.
3. Students and placement sites will receive a memo with the timeline for the placement process that will include dates for submitting applications and rankings to the program office.
4. All 2nd year students will initially submit at least 3 applications to be considered for interviews. Details on application requirements will be provided in a memo once all placements are confirmed. However, sites who host Open Houses will also provide this information at that time.
   a. Third year and above students should apply, interview, and rank at least three sites. Priority for 16-20-hour placements will be given to 2nd year students.
5. Sites will contact students to schedule interviews with those whom they believe will be a good fit. If a student does not get an interview to at least three (3) sites, then the student should submit additional applications.
   a. Remember that this is a formal interview, so students are expected to present professionally and prepare in advance with questions about training experiences at the site and be prepared to describe their previous training.
6. Once all interviews are completed, students will rank order their site preferences and sites will rank students in terms of preference for placements.
   a. Sites are asked to rank only students they would be prepared to accept for training if assigned.
   b. Students should rank all sites that they were invited to interview. If there is a particular concern about a match for a specific site, this should be discussed with the A-DCT in advance of submitting rankings.
7. The Directors will consider all rankings and make the final assignments. This typically occurs by mid-April.
8. Students and sites will be notified by email of the assigned placements.

NOTE: Some sites are paid placement sites; these will be identified on the list of placement options. Students who have 20-hour teaching or research assistantships may apply for paid placements. To reduce student workload, the student's stipend will be reduced proportional to the amount being received by the practicum site so that you maintain your current stipend level while benefiting from a reduction in workload. Thus, if your placement covers half your stipend, the other half would be covered through your service requirements at your institution (e.g., TA or RA). This balancing ensures that weekly workload commitments remain as equal as possible across students in the program. Thus, prioritize making practicum placement decisions based on sites that would be the best fit for your training needs and not based on payment.

▪ **Practicum Recordkeeping and Procedures**

The Program covers the costs of providing individual students 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 written form and discussed in Practicum Team meetings.

Practicum Training Contract
During the first two weeks, the student meets with the supervisor to familiarize themselves 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 of the second week of class. A PDF version of the contract should be uploaded at the end of the semester once signed by all parties into SharePoint as part of the student's permanent record.

Documentation of Practicum Experiences
Each student documents his or her clinical experiences beginning the first week of practicum. Students should discuss how they are logging clinical hours with his/her supervisor to ensure that they are logging them accurately.

Supervisors are required to verify and 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. Prior to leaving for internship, students must upload a copy of their accrued hours into their practicum SharePoint folder and every semester, students must upload hours accrued in a semester, relevant contracts with updated supervisors (if applicable), and evaluations completed from time2track.

The [Association of Psychology Postdoctoral and Internship Centers (APPIC)](#) website provides important information regarding the documenting of practicum experiences and the internship application process (see also Sharepoint Student Resources-> Additional Resources). Students should become familiar with the information before actually beginning practicum. Hours verified by the program for internship applications 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 competences 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 Examination 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 clinical supervisor must evaluate student progress. Throughout the practicum placement, the student and supervisor should regularly discuss the student's performance in a formative fashion. Each student should receive and request constructive feedback to enhance clinical growth. Students are encouraged to discuss their goals for development 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 each 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 designated periods: mid-semester and at the conclusion of each 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 an evaluation for a given period, 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 interim evaluation encourages the Agency Supervisor to provide feedback to the student at a time when evaluation can lead to constructive changes by the student. 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 summative evaluation 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.

During annual evaluations, 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 (needs improvement) or below is given on any item, the comment section must be completed to detail the area of deficiency. However, comments in all areas are 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 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 or it could mean that evaluations were not submitted prior to the end of a semester due to extenuating circumstances. Although 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 and mentor, 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 completion of required activities are also components 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 failing grade.

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 (e.g., Fall term for Summer 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 will be required to repeat the failed practicum without moving on to the next practicum and will be placed on remediation (see Performance Expectations).

Evaluation of the Supervisor/Agency by the Student
At the end of practicum for each site (usually spring or summer), the student is encouraged to complete an anonymous Evaluation of Agency Supervisor(s) 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. Students can elect to review their evaluation of the supervisor with their clinical supervisor prior to the end of the practicum, but it is not required. Evaluations of supervisors by students are shared in aggregate and anonymized fashion after a number are accumulated. In the event that evaluations need to be discussed with site supervisors by the ADCT, students and the ADCT will have a conversation on the exigency and how best to proceed.

- **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 the research mentor, and b) complete and file a second (or revised) practicum contract before the proposed activities can begin.

  Students must complete the "Parallel Practicum Request Form" in Sharepoint Student Resources -> Program Forms -> Additional Forms if they wish 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 mentor 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).

  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.

- **Insurance**

  Students providing clinical services as part of a program approved practicum placement are covered under the consortial institutions' insurance policies. The Program also strongly encourages students to obtain APA graduate student liability insurance designed to cover activities such as practicum and internship. With this Occurrence-type coverage, students will be protected from lawsuits resulting from participation in practica as part of the 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 more information on SharePoint Student Resources-> Additional Resources regarding student liability insurance.

- **Approval of Prior Master's Clinical/Practicum Hours**

  The Program does not approve hours accrued in master's programs acquired from another program for inclusion in the student's application for internship. Master's clinical/practicum hours can be discussed in the intern applicant's cover letters during the pre-doctoral internship application process as well as referenced in a student's curriculum/vitae.

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 involved in research (e.g., enrolled in *Research Methods, Research in Clinical Psychology, Thesis,* or *Dissertation* hours). In the first two semesters, students complete a sequence of coursework in statistics and research methods: Analysis of Variance (1st year, Fall), Regression/Correlational Design (1st year, Spring), Research Methods (1st year, Spring).

Students must complete two research projects during their training (one at the master's level and a second doctoral dissertation project). Students entering the program with a bachelor's degree (without a master's degree from another institution) are automatically enrolled to complete a master's thesis at ODU (degree Path B). If a Path B student would prefer to opt out of a master's thesis project in favor of completing a Foundational Research Project (FRP), the student needs to notify the DCT before the end of the Fall semester of their first year. Students who enter the program with a completed master's 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 FRP requirement. By October 1 of the third year, students are expected to have completed the FRP or master's thesis.

Students are also required to complete and successfully defend an empirical doctoral dissertation. Students pursue a variety of careers upon program completion, with some trajectories emphasizing productivity in research progress. Students making at least Acceptable Progress can consult with their advisors about completing a Three-Paper Dissertation (see Appendix I for detailed guidance) instead of a traditional format dissertation.

- **Research Training Sequence**

The following guidance is provided regarding research (see also Program Benchmarks, Appendix F, for a breakdown of research activities in the context of other program activities). Students will complete an annual Research Expectancies Form (see Appendix E) to clarify what activities will be accomplished during the proposed time period.

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. Students must complete CITI ethics and responsible conduct for research within their first semester in the program (please send a copy to the Program Office upon completion). 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 their FRP/master's thesis proposal or independent project in the event that a prior master's thesis has been accepted in lieu of the FRP. Students with an approved thesis from another institution may present at Research Day in their 1st or 2nd year with approval from the advisor.

Year 2
During Year 2, students work on the master's thesis/FRP under the supervision of their research mentor. The master's thesis/FRP must be submitted, defended, and approved by October 1 of Year 3. Exceptions to the master's thesis/FRP requirement are made for students who are admitted into the program with a thesis that has been vetted and approved by the VCP faculty; however, research involvement with the research mentor is still expected to participate in their mentor's research to develop original studies.

Year 3
All students must give an oral presentation of a completed research project at the Program's annual Research Day in October of Year 3 (either their FRP, master's thesis, or

a thesis approved by the program from another institution). Students also develop an area of focus for an empirical doctoral dissertation, a degree requirement. At the end of the third year, as part of the annual evaluation process, students will prepare a Dissertation Timeline based on developing that area of dissertation focus, which provides projections for their timely completion of their dissertation (form found in Appendix H). Students are required to have an approved dissertation proposal before October 1 of the 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.

Year 5
Some students may consider staying in the Program for a 5th year upon consultation with their research mentor. Please consider the fiscal implications given that students are guaranteed funding for four years. If the student is considering a 5th year, a plan for the activities in the 5th year in terms of research, clinical activities, and funding is developed by the student in conjunction with the mentor and submitted for consideration to the DCT and A-DCT no later than **March 1** of their third year in the program (see guidance in Sharepoint Student Resources -> Program Forms -> Additional Forms).

▪ **Foundational Research Project**

1. 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 submitted and accepted.
2. Students enroll in *Research Methods* (CPSY 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 or master's thesis.
3. When not enrolled in *Research Methods*, students enroll in credits of *Research in Clinical Psychology* or Master's Thesis, as appropriate, under their faculty research mentor (see Sample Curriculum Appendix A).
4. The final, fully approved FRP document along with both rubrics must be completed before the October 1 deadline. Second readers will be assigned by the DCT when the Program office is notified that the student has completed their FRP. The faculty mentor and 2nd reader complete the FRP rubric forms. 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 final approval of the project are completed by the October 1 deadline. If the FRP is not approved by October 1, the student must postpone sitting for the Comprehensive Examination. All scored forms will be placed in the student's SharePoint folder.
5. The final project must be presented at a program-sponsored Research Day.
6. The Foundational Research Project must be completed before a student can begin work on their dissertation or sit for the Comprehensive Examination.
7. Students with mentors at ODU may elect to have an ODU M.S. thesis meet the Program FRP requirement. If this option is chosen, the same deadlines (see #4 above) for completion of the project apply. Students who come into the master's program with a master's thesis may have it evaluated to meet the FRP requirement.

- **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 no later than October 1 of Year 1. The student's faculty research mentor and one other VCP faculty member will be assigned to review the thesis. Both members will evaluate the thesis using the FRP scoring rubric, and these ratings will be placed in the student's Sharepoint folder. 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 under Student Resources-> Research Docs.

- **Guidelines for VCP Student 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 both 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 Director of Clinical Training to request permission to access the Sona pool. Students should be prepared to summarize the research to familiarize the DCT with the project. In this case, the DCT could 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 for human subjects research. 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 DCT must serve in this role. Please keep in mind that per Program Policies, IRB approval is required at the mentor's institution as well as the institution at which research is conducted.

- **Presentation on Research Day**

  As part of the research requirement, all students must orally 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, which typically occurs on a Friday in October. In consultation with the faculty research mentor, a student may choose to present in Year 4.

- **Foundational Research Project/Thesis Timelines**

  The following general example timeline may assist students in planning their FRP (see also Sharepoint Student Resources-> Research Docs):

Year 1	
Aug - Oct	Meetings with mentor; lit review/brainstorm projects; build hypotheses & research plan; complete CITI training
Nov - Jan	Write intro and method
Feb - Apr	Preparation of proposal (in conjunction with Research Methods class).
Apr-June	Revise proposal and idea as appropriate.
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	Assemble document and revise
Year 3	
Aug	Submit for review
Sept	Incorporate any required modifications
Oct	Final approval (by October 1)

- **Empirical Doctoral Dissertation**

  Each student must complete an empirical doctoral dissertation under the mentorship of their faculty advisors. See sample curriculum in Appendix A. for when to transition to enrolling in Dissertation credit. See Details on the process, dissertation committee formation, and requirements for the doctoral dissertation are detailed in the Program's Dissertation Guide located in Appendix B. Grades for dissertation (*CPSY 899*) will be noted as "II" until the student satisfactorily defends the dissertation and the full document is filed with both the program and the university.

- **Additional Demonstration of Research Competency**

  Each student is required to submit for publication at least one first (lead) authored manuscript based on VCPCP work OR two first author conference presentations before applying for internship based on work completed while a VCPCP student. These dissemination activities may derive from a student's Foundational Research Project, masters' thesis, or independent research developed from studies in the research mentor's lab.

Comprehensive Examination

Students take their Comprehensive Examination in the fall following completion of the Foundational Research Project or master's thesis, typically in the fall of the third year. It assesses students' competency in these areas: assessment, intervention, ethics, and diversity. Students must demonstrate competency in ethics and diversity on both the assessment and intervention components of the Comprehensive Examination.

Written:
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. A set of scored test protocols along with some background information on a case is provided to students via email; the scored test protocols should be interpreted in conjunction with history gathered from one of the standardized patient interviews conducted by students in the previous semester. Students will be granted virtual access to a specific standardized patient interview they conducted that will be used for comprehensive examinations by the ADCT and EVMS staff. Students are tasked with interpreting and integrating this data into a psychological assessment report. The report must exclusively be the sole product of each individual student and students can use any available resource materials to prepare the report and prepare for the oral examination. Interpretation should be done using the official test manuals. The report is not to exceed four pages (a reference list will not count toward the 4-page limit). Discussion or communication about the protocols among students or with anyone else once protocols are distributed is not allowed. Assessment work samples are usually due in the program office in mid-late October.

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. The individual work sample may be based on individual, family, parent-child, or marital therapy. No minimum number of sessions is specified. You will need to have sufficient experience with the client to conceptualize the case and speculate as to prognosis and future directions of therapy. Session summaries are not necessary, but a summary of the course of treatment is highly recommended. Students are prohibited from asking supervisors for excessive guidance (i.e., to write or rewrite it for you). Students should begin thinking about an appropriate intervention case in their 2nd year. Students should consult their supervisors and mentors for assistance with identifying suitable cases for the intervention sample. Intervention work samples are usually due in the program office in mid-late October and is limited to five pages.

Oral:
The oral examination usually consists of a 45-minute individual evaluation period. Oral exams are usually conducted in November. You will be notified in the fall of a specific date/time for your oral examination. The oral examination derives from the two written components: 1) the Standardized Assessment Report, and 2) the Intervention Work Sample. Students will be asked to open with a five-minute summary of each component to be followed by a short question and answer period based on the submitted samples and opening statement. Oral exam performance is evaluated on the basis of recommendations submitted by the examining panel.

Evaluation:
The Comprehensive Examination Committee (consisting of at least one representative from each institution) constructs, administers, and scores the examination. Students have two attempts to pass all parts of the Comprehensive Exams. Each part of the exam (assessment, intervention) is scored as pass or fail (see Appendix J). Discrete criteria for oral exams is not publicized given that the committee renders a collective professional judgment about each student's professional judgment and behavior. However, the general domains for how exams are assessed is found in Appendix J. If a student fails any part(s) of the exam, that part(s) must be repeated in the following spring. Students must pass all sections of the Comprehensive Exams before advancing to candidacy and applying for internship. A second failure of any section of the Comprehensive Examination results in consideration for program termination.

Pre-Doctoral Internship

The Program initiates and maintains communication with the pre-doctoral internship site to monitor each student's progress during the internship.

- **Accredited Internship Sites**

  A year of full-time internship experience 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.

- **Unaccredited Internship Sites**

  The Program strongly discourages students from considering or applying to unaccredited internships and such sites would be considered under extremely exceptional circumstances. Students are advised that if they are considering an unaccredited internship, they must discuss this with the advisor and the DCT at least 6 months in advance of applications. At that time, the DCT will advise the student of the required information that must be obtained for the Program to determine the quality and adequacy of the internship experience and to approve such a site for a potential match. Each of the aspects below will be evaluated by the DCT and A-DCT. In case of disagreement between the DCT and A-DCT about the quality and adequacy of the unapproved internship, the internship will be discussed in a clinical faculty meeting so that the full faculty has input. This scenario is unlikely -- to date **no student has ever attended an unaccredited internship** as it is not in the best long-term interests of the student. If this situation occurs, the Program will follow the processes described below to determine the quality and adequacy of the internship:

  1. *Nature and appropriateness of the training activities:*
     The student applicant will contact the Internship Training Director (TD) to request the following materials for review to provide to the DCT:
     a. Internship Handbook
     b. Description of training activities/experiences, including mandatory and optional activities.
     c. Evaluation processes and forms.
     d. Any other materials related to training during the year.
     This information will be reviewed by the Directors who determine the site's suitability. If additional training needs are identified, the DCT will contact the TD to discuss these. The DCT will verify with the TD the specific experiences that the student will have if they attend the internship (e.g., rotations, didactics, supervision). The DCT will maintain contact with the student on internship to ensure training experiences are consistent with the materials provided.

  2. *Frequency and quality of supervision:*
     The DCT will review the materials provided by internship TD to determine the frequency and nature of supervision. It is expected that the intern will receive a total of at least 4 hours of supervision per week including at least 2 hours of individual face-to-face supervision. Additional information will be requested from the TD if required.

  3. *Credentials of the supervisors*:
     The internship program's materials will be reviewed by the Directors to ensure that supervisors are appropriately credentialed (licensed, doctoral-level psychologists). The DCT will contact the TD to verify the credentials of the specific psychologist(s) who will provide primary supervision.

  4. *Evaluation of student performance*:
     The DCT will request and review the evaluation forms used in the training program and will review information in the Internship's handbook. The Directors

will determine if the evaluation procedures are consistent with those used in the Program with the APA's Standards of Accreditation. If the evaluation processes and/or forms are deemed insufficient, the DCT will contact the TD to discuss the information that is required for the evaluation. The Program will request copies of the mid-year and final evaluation forms.

5. *Demonstration of intern's competency at the appropriate level:*
   The Directors will review the Internship Handbook, other training information, and the evaluation forms and make a preliminary determination as to whether the expected internship competencies are appropriate. The APA Standards of Accreditation for internship training will be used as a guide for determination of appropriate competencies. Any concerns about these competencies will be discussed with the internship TD and must be resolved prior to approving the internship site.

6. *Documentation of evaluation and procedures*:
   All information obtained from the internship site and all correspondence will be placed in the student file. Mid-year and final evaluations will also be placed in the student file.

7. *Documentation of acceptance of a non-accredited program:*
   The student will formally acknowledge responsibility for obtaining an non-accredited internship.

- **Requirements to Apply for Internship**

  Prior to applying for internship, a student must have an approved dissertation proposal by October 1 and pass the Comprehensive Examinations in addition to meeting all curricular requirements.

- **Internship Application Timeline**

  Internship normally takes place in Year 5 and is an academic requirement of the Program. Students should discuss their internship and career goals with their advisor during the 3rd year to assist the student in choosing sites. Advisors, the larger faculty, and the directors serve as resources to assist the student during this application process.

  The Directors and/or faculty will meet with students beginning in the 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 and previous applications from former students and their evaluation is available in Sharepoint -> Student Resources -> Internship.

- **Expectations during Internship**

  Grades for internship (*CPSY 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 internship, 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 the student account via LeoOnline and pay tuition (internship fee of $200) each semester. That will avoid late fees and penalties. Tuition will be due in fall, spring, and summer so plan ahead.

  Apply for graduation.

Student Financial Support

Students who are in good standing are eligible for financial support through the program.

- **Financial (Stipend) Support**

  The supporting institutions fund research and teaching assistantships, and returning students who are making Recommended or Acceptable progress and are in good academic standing in the Program may continue to receive them. Details of each student's funding package are outlined in the offer letter for admission. A copy of this signed letter accepting the award is available in the student's SharePoint folder in the "Admissions Offer" subfolder. Assistantship offers detail stipends, any tuition waivers that are provided, and information about the amount of professional service commitment expected throughout the 12-month period. Students should be aware that this award is a contract between the sponsor and the student and that students are required to honor the hours associated with the professional service commitment.

  Support options that are frequently available include the following:
  - **Research Assistantships**
    All 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 and professional service activities and hour commitments will vary but follow a standard pay-rate schedule.
  - **Advanced Training Clinical Stipends**
    Advanced clinical training in the third (and possibly fourth) year may be partially supported by the training site itself rather than the Consortium institutions. Any clinical stipends received are considered to contribute toward the specified stipend level provided in the admissions offer letter (i.e., funds obtained from a training site are applied toward the stipend to reduce the service requirements of the student to the institution).

- **Tuition**

  Current tuition rates are $6,000 per calendar year (e.g., 3 semesters of $2,000) except during internship, when students are responsible for $200 per semester. The program currently waives tuition for all incoming students for their expected four years in residence, until they depart for their predoctoral internship.

- **Program-Supported Student Travel**

  Students receive financial support to present their research at professional conferences. Students must be presenting at the conference research based on work conducted while in the VCPCP to receive this support. 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 VCP mentor. Funds for travel are subject to availability and any restrictions or guidelines of the Commonwealth of Virginia on travel.

  Prior to conference travel: Students wishing such support should discuss this with their mentors. Processes may differ depending on the source of the student's funding to determine where supporting documentation will be filed, so please consult the Program Office for guidance. Students must request support for travel *in advance* of the conference to ensure that their request will be considered. Conference

registrations should be paid for, whenever possible, with the department/program purchasing card rather than reimbursed. When purchasing airfare and hotel stays, do not 'bundle' your purchases or use travel booking sites. Additional guidance from the Program Office may help with booking airfare through the university travel agent to avoid the need for reimbursement.

Although available travel support may change based on state, department, or program finances, it is anticipated that each student would be eligible for $1,250 to support conference travel in a given fiscal year.

After conference travel: There is always paperwork (or electronic verification) to complete after travel. Students must also turn in receipts to substantiate expenses. Students must complete all travel reimbursement forms completely and turn in their materials for reimbursement within two weeks of travel or their request may be declined. All fiscal reimbursements must be resolved by the end of the first week of June during the fiscal year.

- **Health Insurance**

All students have the option of purchasing graduate student health insurance through Old Dominion University. Students in the program are subsidized by the ODU Graduate School, currently at $1100 annually. See your admissions letter for additional details. Students who wish to seek mental health services are encouraged to contact their insurance provider for options and referrals apart from considering the counseling services provided at both institutions.

Academic Advising and Student Evaluation

- **Academic Advising**
  Students are admitted into the Program to work with a specific research mentor. Research mentors serve in the dual roles of academic advisor and research mentor for clinical students. In these roles, they 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 (hereafter "advisor"), in addition to providing research training and guidance, 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, research, clinical, and/or professional strengths and weaknesses during the student's progress through the Program. If an advisor is a non-clinical psychologist, a co-advisor will be assigned to provide guidance with clinical training issues.

  Although all students have a formal advisor that they are assigned upon admission to the Program, the Program believes that no single person can mentor students in all areas of their professional development. Therefore, additional mentoring resources are available outside of the assigned mentor/advisor. The Program Directors, other VCP faculty members, and practicum supervisors are valuable resources to assist students as they progress through the Program. The Program also believes an important part of students' professional development is learning and practicing skills in reaching out to potential mentors and asking for assistance when needed. Therefore, throughout their training, students are strongly encouraged to seek out mentoring, advising, or assistance with particular issues from these other Program resources. Students are strongly encouraged to identify three individuals to contribute to their Graduate Advisory Committee (GAC) prior to the end of their first semester of their second year, prior to selecting their upcoming practicum placements; see Sharepoint Student Resources -> Additional Resources and Program Forms for more information about the value added in having a team of individuals available to provide you support.

  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. Advisors assist students in selecting courses and determining the plan of study.

- **Student Evaluation**

  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 Profession Wide Competencies (PWCs).

  The student's advisor is responsible for formal assessment of the student's progress in the Program. A mid-year evaluation is done in the first year only and results are discussed with the faculty at large at the beginning of the spring semester in a confidential faculty meeting. All advisors will monitor academic performance by reviewing transcripts at the end of each semester. Annual evaluation of each student's performance in the Program occurs each year in the Program (see Appendix G for student evaluation form). For the annual evaluation, each year during the spring semester, students will be asked to upload a self-evaluation of their strengths and areas in need of further development, a current transcript, practicum evaluations, assistantship evaluation, a summary of practicum hours, updated degree checklist, and an updated curriculum vitae (highlighting the activities and accomplishments for the past year) for their advisor to review in preparation for their annual evaluation; a

Dissertation Timeline (see Sharepoint Student Resources -> Program Forms -> Research Docs and Appendix H) is also required if the student has reached the end of their third year. The advisor completes the evaluation of each student's progress toward meeting APA's PWCs after review of all uploaded materials. This evaluation is presented to the faculty at large for review and discussion after the spring semester. Students receive a summary classification based on the Program Benchmarks regarding whether they are making Recommended or Acceptable Progress (see Benchmarks, Appendix F. After this meeting, the advisor meets with the student to provide individual feedback and develop future training goals. Both the advisor and student will sign acknowledging this feedback session, which is retained in the students' Sharepoint folder. If a student is not meeting expectations, a plan will be developed to strengthen these when possible (see Performance Expectations).

Performance Expectations

Students are expected to maintain satisfactory performance while matriculated in the Virginia Consortium in the following broad areas: Academics (coursework), Clinical Work (practica), Research, and Professional Behavior (across Program activities). Students are evaluated annually on their progress in the Program and at least annually in practicum training (see above for Practicum, Annual Evaluation). For students not making adequate progress, the Program will initiate a review to determine an appropriate course of action to address these concerns.

Examples of performance concerns and course of action are detailed below:

- Students who do not achieve a course grade of B- or better (80%) in a required course must retake the course. Students who do not earn a B- or better in more than one course may be recommended for termination.
- Students who do not achieve an 80% or better in a required DSK assignment or exam will need to retake the assignment/exam. Students who do not earn an 80 or better in more than one DSK assignment/exam may be recommended for termination.
- Students who do not pass a section of the comprehensive examination will need to retake that section. If a student does not pass that section on the 2nd attempt, the student will be recommended for termination (see Comprehensive Examinations Evaluation).
- Students who receive a rating of 1 (Does not meet expectations) on their Annual Evaluations will receive a careful review to determine the appropriate course of action and need for a remediation plan (see Performance Review below).
- Technical Standards: Students are expected to maintain appropriate professional behavior and to adhere to the APA Code of Ethics. Students are expected to acquire competencies in specific knowledge, skills, attitudes, and values. The acquisition of these competencies is dependent upon a combination of cognitive and non-cognitive abilities to include behavioral, emotional and communication skills. The Program will initiate a review of any student who has difficulty with professional or ethical behavior in any Program activity to determine the appropriate course of action and develop a remediation plan. Specifically, students in the Program are expected to meet the following **technical standards**:

    1. Emotional
        a. Students must have, and demonstrate a capacity for, self-reflection and self-knowledge, including the ability to recognize the role of their own histories and personalities in clinical practice and decision making.
        b. Students' emotional health must not impair their professional functioning.
        c. Students must demonstrate the ability to tolerate affect, including appropriately managing and containing emotions in academic and professional settings.

2. Attitudinal
    a. Students must possess a fundamental respect for all people and embrace diversity as a positive attribute of the human condition.
    b. Students must be dedicated to excellence in professional practice to include therapy, research, teaching, mentoring, and other professional activities.
    c. Students must be able to use feedback constructively to modify behavior and attitudes when needed.
    d. Students must understand their position in terms of power, privilege, and its impact on therapeutic and other professional relationships.
    e. Students must effectively tolerate uncertainty and ambiguity, as this is an important part of conducting research or clinical practice.

3. Behavioral
    a. Students must interact collaboratively, responsibly, and respectfully in the classroom, lab, clinical training sites, and all other professional settings.
    b. Students must effectively manage time to meet multiple responsibilities across multiple roles in a timely and respectful manner.
    c. Students must be able to advocate for their own needs in professional settings without being directly or indirectly aggressive.
    d. Students must abide by enforceable standards of the American Psychological Association Ethical Principles and Code of Conduct.

Academic Integrity & Ethical Behavior

- **Codes of Conduct and Ethics**

    We strive for an environment in which students and faculty alike operate with courtesy, respect, and integrity. Students must demonstrate academic integrity in all of their work. Deliberate plagiarism will not be tolerated. Allegations of dishonesty are taken seriously, including those covered by the [CITI training in ethics and responsible conduct of research](). Generative artificial intelligence (using an AI natural language process tool or related technology) is a potential form of copyright law infringement and deliberate plagiarism, and is thereby prohibited in any coursework, comprehensive exam, research product (e.g., FRP, thesis, dissertation), client documents, or any other written program requirement.

    Students and faculty are expected to adhere to the codes of conduct at the two participating institutions:

    - [ODU Student Code of Conduct Policies]()

    - [NSU Student Conduct Policies]()

    - [ODU Faculty Code of Ethics]()

    - [NSU Employee Code of Ethics]()

Policy on Responsible Social Media Use

Students are responsible for the content they post on the internet and restricting content as necessary, including social media, blogs, wikis, forum boards, etc. Keep in mind that online material is immediately searchable, shareable, and can no longer be controlled by the contributor even with restrictions and curated networks; note that clients and practicum supervisors can thereby become aware of such social media posts. The content may be linked to the student indefinitely. While information posted on social media could be construed as personal and irrelevant to professional life, inference may by drawn about your ethical and professional behavior. Ethical and professional behavior is a core profession wide competency all students must demonstrate to successfully graduate from the program.

Performance Review and Remediation Processes

If there are performance concerns, the Program will conduct a performance review. The following procedure is followed (see also, Appendix L):

1. The Directors meet with the student and the advisor/mentor to discuss the performance concerns. The Directors may ask a subgroup of VCP faculty to join the meeting.
2. The Directors may discuss the performance concern in a confidential faculty meeting. A designated subgroup of the larger VCP faculty may assist the Directors in determining if remediation can address the concern or if termination is required (See Termination from the program below).
3. If remediation is recommended, the advisor will work with the student and Directors (and possibly a subgroup of faculty) to develop a remediation plan as soon as feasible but within six months.
4. The remediation plan will be documented in writing and signed by the student. It should include the following information:
   a. Steps for addressing the performance concern(s)
   b. Criteria for satisfactorily addressing the performance concern(s)
   c. A timeline for completion, and
   d. Consequences for failing to satisfactorily address the performance concern(s).
5. If a student refuses to accept a required remediation plan, termination will be recommended.
6. 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 the concern relates to research progress, supervisor feedback if it is a clinical issue) to the Directors. The Directors may consult with a subgroup of the larger VCP faculty and will then decide if a 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 (see Termination below).
7. The Directors will notify the student in writing of the decision of the faculty.

In rare cases, a student's behavior or performance may be determined to be irremediable and the Program may move to terminate the student from the Program (See Termination below).

Termination from the Program

A student may be terminated from the Program upon recommendation by the Directors to the Graduate Officer Designate for (see also Appendix M):

1. Failure to pass any section of the Comprehensive Examination on the second attempt;
2. Unauthorized absence from the Program;
3. Failure to maintain professional behavior, as evidenced by, but not limited to, failure to adhere to the principles in the Program's Student Evaluation Policy, Ethical Principles of the American Psychological Association, Student Code of Conduct, or the Program's technical standards;
4. Unsatisfactory performance review (see Performance Review);
5. Failure to complete all degree requirements within the seven-year time limit; or
6. Failure to accept or complete a required remediation plan;
7. Failing more than one required course.

Procedures for Termination Recommendation:

1. If the Directors are considering a recommendation for termination from the Program, the student and advisor will be notified of the reasons that a termination recommendation is being considered.
2. The Directors may consult with a subgroup of the larger VCP faculty on the termination recommendation.
3. In the case of a termination recommendation, the Graduate Officer Designate will also be notified who finalizes the termination from the program.
4. Students may appeal this decision to the Graduate Officer Designate.

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:

  o [ODU grievance procedure](#)
  o [NSU grievance procedure](#)

- **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 from the institution where the course is being held, who will resolve the problem following institutional guidelines. For problems that are of a more general and programmatic scope, the directors, department chairs at both institutions, and core faculty may be asked to meet to resolve these broader issues.

- **Grade Appeal**

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

- **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 or another faculty member for assistance to determine next steps toward a satisfactory resolution.

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

  The following process is followed if a student wishes to appeal a termination decision from the program:

  1. The student submits a written request to the Graduate Officer Designate, 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.
  2. An appeal of any termination decision must be initiated by the end of the semester following notification of the termination.

3. Upon receipt of the written appeal, the Graduate Officer Designate will follow these procedures:
    a. The review shall be conducted by an appellate body appointed by the Graduate Officer Designate.
    b. This body shall consist of at least three faculty members, preferably psychologists, from the two consortial institutions.
    c. The primary task of the appellate body is to evaluate the validity of the termination decision.
    d. After this review, the appellate body will provide the Graduate Officer Designate with a written recommendation to uphold or reverse the termination.
    e. The Graduate Officer Designate shall convey his or her decision in writing to the student and to the Directors. That decision is final.

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.

The Virginia Consortium Program complies with the American Psychological Association 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 DCT**.**

Policy on Continuous Registration

Students must be continuously registered until all of their degree requirements are completed. Continuous registration renews the student ID card and allows access to faculty services, institutional facilities, and other privileges. Students who complete internship but who have not defended their dissertation are considered ABD and must register for one credit hour of Dissertation until they are graduated. Those who have defended their dissertations but have internships that conclude after the end of the semester must register for the next semester. Students must also be registered in the semester in which they intend to graduate. Students using federal financial aid may need to complete a D4 form Full Time notification when they have ABD status.

NOTE: Out-of-state students who did not change their domicile status to become Virginia residents prior to internship will be charged out-of-state tuition rates after internship until they graduate.

Completion of degree requirements includes filing the dissertation. Processes for officially submitting the dissertation are detailed in the Dissertation Guide (see Appendix B)

Policy on 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 they are enrolled.

Policy on Time Limit for Degree Completion

- **7-Year Time Limit**

  Students must complete the degree requirements within 7 years. The Program evaluates requests for an extension of the 7-year limit on a case-by-case basis only for exceptional circumstances. 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 already 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 student's dissertation chair, together with a timeline 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.

Policy on Sexual Harassment

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

- [ODU policy on sexual harassment](#)
- [NSU policy on sexual harassment](#)

Policy on Student Rights and Responsibilities
The Consortium follows the policies adopted by the participating institutions:

- **ODU: [Student Rights and Responsibilities](#)**
- **NSU: [Student Conduct](#)**

Policy on Nondiscrimination

The Consortium follows the nondiscrimination policies at participating institutions:
- **ODU:**
    - ODU University Policy
    - ODU Title IX
- **NSU:**
    - NSU Equal Opportunity Policy
    - NSU Title IX

Student Support and Resources

- **Buddy System**

  After the incoming class is seated each April, the Program facilitates matching incoming students with current students. The purpose of this process is to assist incoming students as they enter the Program and/or relocate to the area. In this way, each student enters the Program with their own "buddy," someone who is available as a first contact for questions they have. Buddies continue as contacts throughout the Program.

- **Home School**

  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 and organizes the production of the diploma.

- **Institutional Resources**

  Graduate students enrolled in the Program are considered to be enrolled full-time in both 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 both institutions, although it is recommended that students forward their email to a single account to keep up to date on important matters.

- **Additional Student Support Services**

  Students have an expansive range of facilities and services available to them through the combined resources of the two institutions. These include legal aid, financial aid, health (ODU, NSU), disability (ODU, NSU), counseling services (*although consortium students who use these services are then not eligible for practicum placements at these sites),* multicultural, recreational (ODU Physical Wellness, NSU Physical Wellness), computer, advising, dining services and bookstores, as well as specialized services for international students, women, and veterans. Students can also access personal and academic coaching at ODU. Support services sponsored by any of the consortial institutions are available to all consortium students. All graduate students are notified about these activities by email directly from the institutions and through emails forwarded by the DCT.

  Students also have access to the Offices of Educational Accessibility and Disability at both institutions: NSU Accessibility Services; ODU Office of Educational Accessibility.

- **Graduate School Websites**

  ODU Graduate School website has general information and information about student support resources.

  NSU services website has general information and information about student resources.

Documentation of Student Milestones

All students will need to submit paperwork to the VCP program office for all program milestones to ensure the university is informed of student progress toward degree completion, a critical step toward graduation. Use the following guide for forms:

        If completing a master's thesis:
                M1   Master's thesis appointment of committee
                M2   Master's thesis proposal
                M2   Master's thesis defense
        If completing an FRP:
                D3   Successful completion of Foundational Research Project
        All students:
                D3   Successful completion of Comprehensive Exams
                D2   Doctoral dissertation appointment of committee
                D3   Doctoral dissertation successful proposal
                D3   Doctoral dissertation successful defense
                D5   Doctoral dissertation approved and processed by the graduate school
                D9   Advancement to Candidacy

        (D7   Leave of absence)
        (D4   Full time notification for financial aid purposes while ABT or internship)
        (D8   Exception to 7-year time limit)

Maintenance of Student Records

All active student records are maintained on SharePoint. All clinical hours for current and recent students are maintained in Time2Track. Permissions in SharePoint are created so that students can only access their own student folder as well as the Students Resources tab. Faculty can only access their own advisee's folders unless they require broader access as part of their administrative role (e.g., Program leadership).

Students should upload their approved hours each year as part of the annual evaluation process. Prior to leaving for internship, students should upload a full record of their clinical hours as the Program is likely to be asked to verify these hours at a later date for licensure. Prior to leaving for internship, students should also upload an unofficial copy of their transcript.

Students are also strongly encouraged to **maintain documentation** themselves including: an unofficial copy of their final transcript; all course syllabi; a full copy of their doctoral dissertation; a full copy of their Time2Track hours. Students should also consider acquiring a Time2Track license prior to the start of their internship to track verified hours accrued during their pre-doctoral internship. The Program will maintain a final transcript for students and a summary of practicum hours while in residence for future verification as required by licensing boards or other agencies.

Important Web Addresses

- **Program**

- **ODU Graduate Catalog**

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 and the Program requirements checklist for compliance with program requirements, remove incomplete coursework, confirm 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 (https://www.odu.edu/academics/academic-records/degree-evaluation). 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. Students will not be certified for graduation until they complete the ODU assessment (https://www.odu.edu/assessment/graduating-students) and any exit surveys.

- **Conferral, Graduation, Commencement**

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

  Commencement is the event that celebrates graduation; commencement may occur before or after the conferral date. The degree conferral date is posted on the transcript and is the official date to use when asked for a graduation date—NOT the commencement date. Students cannot legally and ethically identify themselves as a PhD until the degree is officially awarded. Degrees are conferred three times a year, on the fourth Sunday of August, December and May. Commencement ceremonies, however, are not held in the summer.

  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 (but optional) way to increase community awareness of the Consortium and the doctoral degree. Program graduates are listed in the commencement bulletins of all participating institutions 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.**

  You may purchase a hood for later use in your career from Oak Hall Cap & Gown, Salem, Virginia. 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**.

  In order to be eligible to march in the May *commencement* ceremony, students must defend the dissertation by dates posted in the Graduate School calendar in the spring, but typically before end of March. The Program must also receive confirmation from the internship training director that the student is on track to complete internship. If the student meets all degree requirements by the last Sunday in August (internship, successful dissertation defense, approval by the Dean, filing with the Registrar's office), completes the ODU and VCP exit surveys, and resolves any outstanding issues/obligations at any consortium institution (e.g., fines, I grades, etc.), they will be eligible to graduate in August, with a degree conferral date the last Sunday in August.

Otherwise, the student will have to register for one more semester and then graduate in December (degree conferral is the 4th Sunday in December). The fee for the one-credit hour will be based on your domicile. If you are not a Virginia resident, you will be charged the out-of-state rate.

- **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 and no incomplete grades.
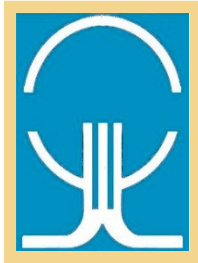
APPENDIX A

SAMPLE SCHEDULE ENTERING 2024 (EVEN) YEAR

SAMPLE RECOMMENDED - Ph.D. CURRICULUM - STUDENTS ENTERING IN 2024 YEAR MODEL BASED ON 4 YEARS IN RESIDENCE

	1ST YEAR			2ND YEAR			3RD YEAR			4TH YEAR		5TH YEAR	
	FALL	CR		**FALL**	CR		**FALL**	CR		**FALL**	CR	**FALL**	CR
632	Intellectual Assessment	3	801	Empirically Supported Treatments**	3	720	Multicultural Issues in Clin Psych**	3	899	Dissertation	3	Internship	4
727	Analysis of Variance	4	895	Clinical Practicum	3	896	Adv. Clinical Practicum (20 hrs)	6	896	Clin. Practicum (8 or 20 hrs)	3 or 6		
661	Psychopathology	3	883	Research in Clinical Psychology (or Thesis	3	883	Research in Clinical Psych 883	3				6	
700	Clinical & Ethical Practice	3			9			12					
883	Research in Clinical Psych	2					*COMPS COMPLETED*						
		15											
	SPRING			**SPRING**			**SPRING**			**SPRING**		**SPRING**	
664	Clinical Assmt: Pers & Indiv Diff	3	749	Social & Affective Bases of Behavior**	3	826	Biol and Cog Aspects of Behavior**	3	899	Dissertation	3		
728	Regression/Correlational Design	4	883	Research in Clinical Psychology (or Thesis	3	883	Research in Clinical Psych. 883	3	896	Clin. Practicum (8 or 20 hrs)	3 or 6	Internship	4
713	Research Methods	3	651	Developmental*	3	896	Adv. Clinical Practicum (20 hrs)	6				6	
895	Clinical Practicum	3	895	Clinical Practicum	3			12					
		13			12								
	SUMMER			**SUMMER**			**SUMMER**			**SUMMER**		**SUMMER**	
883	Research in Clinical Psych	2	883	Research in Clinical Psych	2	899	Dissertation	3	899	Dissertation	3	Internship	4
895	Clinical Practicum	3	895	Clinical Practicum	3	896	Clinical practicum (optional)	3			3		
725	Cognitive Behavioral Therapy	3			5			3					
		8											

FRP or MS Thesis proposal recommended by Oct. 1 of 2nd year		*FRP or MS Thesis defended by 10/1 of 3rd yr.*	*Approved dissertation proposal by 10/1 of 3rd yr.*		
Courses offered in Alternate Years		**Research Credits**	**Full time status information**	**Practicum Hours: Credit hours req.**	33
CPSY 720	Multicultural Issues in Clinical Psychology	Path A: CPSY 883 (18 credits)	Full-time status for fall and spring is 9 hours	Students should have approx 1500 hrs before	
CPSY 748	Social & Affective Bases of Behavior	Path B: 6 credits Thesis (PSYC 698, 699) + 12 cr CPSY 883	Full-time status for summer is 3 hours	applying for internship.	
CPSY 826	Empirically Supported Treatments	Dissertation Credits: 12 credits	Half time for fall & spring is 4-5 hours		
CPSY 826	Biological & Cognitive Aspects of Behavior			**TOTAL REQUIRED HOURS**	
CPSY 651	*Developmental offered annually			**Required Hours**	116

APPENDIX B
Dissertation Guide

Virginia Consortium

Program in Clinical
Psychology

THE VCP DISSERTATION GUIDE

It is the **responsibility of the student to be familiar with the information in** *The VCP Dissertation Guide* **and complete requirements and forms in a timely manner.** Students should check that their dissertation chair and committee members complete the procedures required of them. Students should **make copies of completed forms for their records as a back-up** in case forms get lost in transit.

It is important that these guidelines be kept accurate and current within the changing, multi-institutional system. If discrepancies or inaccuracies in *The VCP Dissertation Guide* are identified, if additional resources are found, or if there is a better way to get the project finished, please pass this knowledge on to the Directors or Program Office, so these suggestions can be included in revisions.

DISSERTATION GUIDE

TABLE OF CONTENTS

FORMS

All forms are available on the Program's SharePoint site or on the ODU Graduate School site (https://www.odu.edu/graduateschool/forms). Questions regarding forms should be directed to the Program Office. To complete the required sequence of dissertation activities you will need to have a D2 form to establish the committee, a D3 for the proposal meeting, a D3 form for the dissertation defense, and a D5 form that reflects your final written document has been accepted by your committee and reviewed by the Graduate Dean's office for compliance. These forms should be filed in your student folder on SharePoint. We suggest you maintain a copy for your records as well.

ORIENTATION AND DISSERTATION COURSEWORK

The dissertation functions as a demonstration of the ability to derive relevant hypotheses from current literature, gather data to test those hypotheses, and analyze and report the results. Originality and creativity are important. Usually, the dissertation researcher is responsible for planning and implementing all data collection activities. With the approval of the dissertation committee, previously gathered data may be included in the design. **Students who are requesting to use previously gathered data must provide a description of the dataset to potential committee members. For new data, approval from the dissertation committee must be obtained at the dissertation proposal meeting before data gathering activities begin.**

Commensurate with the academic credit received for completion of the dissertation, completion of the dissertation is designed to approximate the effort, at minimum, of four three-credit graduate courses. Students must enroll for a minimum of three credit hours of dissertation coursework during each of four semesters. Students are typically enrolled for dissertation credits during the summer semester of the third year, and fall, spring, and summer semesters of the fourth year.

A maximum of 12 dissertation credits may be applied toward degree requirements although students may take more dissertation credits as long as they are actively working on their dissertation.

DISSERTATION TIMELINE

The following timeline permits students to assess their progress in completing the dissertation. Students are expected to be continuously involved in research with their research mentor. The research mentor will serve as the dissertation advisor. Students should be aware that each chair may handle aspects of the dissertation process differently. Therefore, students are encouraged to consult with their own dissertation chair about these issues.

- Prior to or during the first semester of three dissertation credits, students should:

  1. Establish a topic and tentative title for the dissertation.
  2. In consultation with dissertation chair, identify potential committee members. Approach committee members and explain the project. **APPOINTMENT OF DISSERTATION COMMITTEE FORM (D2)** is completed to establish the committee.
  3. Prepare a draft literature review and research design in consultation with the dissertation chair
  4. Submit the proposal for defense to the committee at least two weeks prior to the proposal meeting.
  5. Hold the proposal meeting **no later than September 15** the year applying to internship.
  6. Submit final approved dissertation proposal by **October 1** the year applying to internship.

- Prior to or during the <u>second semester of three dissertation credits,</u> students should:

    1. Obtain approval from human subjects committee or Institutional Review Board after the proposal has been approved.
    2. Begin data collection.

- Prior to or during the <u>final two semesters of three dissertation credits,</u> students should:

    1. Finish data collection and analyses.
    2. Complete draft of results and discussion sections
    3. Prepare complete dissertation.
    4. Obtain reactions of committee members to dissertation draft.
    5. Announce and hold the dissertation defense examination.
    6. Make any revisions, if required, for final approval.

After each semester of dissertation credits, an "In Progress," grade is recorded by the chair of the dissertation committee. On the compiled (VCP) transcript, this is represented by the "II" notation. **After the dissertation is defended, all required changes are made, and the dissertation and required paperwork are submitted, the advisor or the <u>Registrar's office at ODU will change the "In Progress" grades to</u> <u>"Pass" or "Fail."</u>**

RELATIONSHIP BETWEEN DISSERTATION AND INTERNSHIP

Eligibility to apply for internship requires an **approved dissertation proposal by October 1** of the student's pre-internship year. Students who do not have an approved dissertation proposal by that deadline will not be permitted to apply for internship.

Students <u>may not</u> be enrolled for dissertation credit during the full-time clinical internship.

DISSERTATION COMMITTEE

The responsibility for the quality and form of the dissertation lies primarily with the student and the dissertation committee. The dissertation committee is responsible for approving the proposed research design and the finished, defended dissertation. They ensure that the research and writing is the student's own work, is of high professional quality, and meets applicable stylistic standards.

Committee composition: The student selects a dissertation committee in consultation with their chair, with a minimum of at least three members who are graduate certified. At least two members must be full-time faculty members at one of the participating consortial institutions and both of these members must be affiliated with the Virginia Consortium Program. At least one member must be an ODU faculty member. The ODU Graduate School expects one of the three committee members to be an "outside" member - to be drawn from outside the ODU Department of Psychology - which can be accomplished by selecting a full-time faculty member affiliated with the VCP at Norfolk State University, or a full-time faculty member from a department other than the ODU Department of Psychology.

The composition of the dissertation committee is designed to ensure methodological rigor and clinical relevance. Although a single chair is preferable, a co-chair arrangement may be considered to share the supervisory and administrative duties of that role. Committee chairs or members with an emeritus appointment may complete the process of serving on the committee as long as the final dissertation is approved within two years of the mentor's retirement. Beyond the two-year period, a full-time faculty member must be assigned to co-chair the completion of the dissertation. If a dissertation chair leaves one of the institutions, a chair from one of the institutions must be assigned. The previous chair may be nominated to remain on the committee through the process in the paragraph below.

Eligibility for additional members to dissertation committees: Additional members can serve on dissertation committees and may be doctoral psychologists or similarly qualified professionals with clinical or research expertise in the topical area outside the consortial institutions; these individuals may be nominated by the dissertation chair to also serve on a dissertation committee. These individuals may not chair a dissertation committee and cannot represent one of the three faculty committee members described above. Voting privileges may be granted to them upon the recommendation of the dissertation chair and approval of the Graduate Officer Designate. It is the chair's responsibility to follow the procedures of his or her school for granting permission for the nominated professional to serve on a dissertation committee. At minimum, all such additional committee members must be approved by the DCT to serve on dissertation committees. Requests for such approval should be submitted to the Program Office explaining the nominated professional's contribution to the committee. Approval, if granted, will then be forwarded to the Graduate Officer Designate.

Appointment/change. At the request of the graduate student, the dissertation chair, and the Director (DCT), a dissertation committee is formally appointed by the Graduate Officer Designate. The **APPOINTMENT OF DISSERTATION COMMITTEE** Form (D2) is used in that re-appointment process.

Changes in the dissertation committee are also done by completing the **APPOINTMENT OF DISSERTATION COMMITTEE** Form (D2) and checking the appropriate box.

DISSERTATION PROPOSAL MEETING

The student and the dissertation chair work closely together as the student prepares the dissertation proposal. After the dissertation chair determines that the proposal is ready for committee approval, the proposal meeting is scheduled. The dissertation proposal includes the Introduction, Hypotheses, Method and intended data analyses. All instruments (when applicable and allowed) should be included in the proposed documents for committee review. **The dissertation proposal must be distributed at least two weeks in advance of the proposal approval meeting and submitted to the Program Office.** After the proposal has been approved by the dissertation committee, the revised written proposal and the **RESULTS OF EXAMINATION** Form(D3) are submitted to the Program Office.

APPROVAL BY HUMAN SUBJECTS' COMMITTEES AND INSTUTIONAL REVIEW BOARDS

Any proposed research that involves human subjects must be reviewed and approved by institutional committees charged with the protection of human subjects. Approval must be obtained from (1) the institution with which the dissertation chair is affiliated, (2) the institutions responsible for the participants in the study, and (3) the institutions providing the research equipment and facilities. If all three are at the same institution, only one approval process is necessary. Forms and procedures for obtaining approval from human subjects' committees or Institutional Review Boards (IRBs) are available from the respective institutions. Under unusual circumstances, approval from other agencies may also be necessary to assure the protection of human participants.

Complete proposals that have *not yet* been approved by the dissertation committee should not be submitted to human subjects' committees. If IRB approval has been granted for portions of the dissertation research prior to the committee meeting, amendments can be submitted to the IRB that ensure the final project is approved by the IRB. This assures that the proposal will be acceptable to both the dissertation committee and to relevant human subjects' committees. NO data collection or processing or analysis of archival data can be done before human subjects' approval of the dissertation project has been received.

Approval by human subjects' committees or IRBs must be cited in the text of the dissertation. This is typically done in the section describing the participants. As soon as available, documentation of human subjects' approval should be submitted to the Program office or uploaded directly into the student's SharePoint folder in the "Research" subfolder.

EXTENDED LIBRARY PRIVILEGES

Dissertation students may *check out library materials for extended periods of time. S*tudents should determine the policy for each library they will be using and contact them early to make any special arrangements necessary.

SUPPLEMENTAL RESEARCH FUNDS

Normally, resources for graduate research are the responsibility of the student and of the department with which the dissertation chair is affiliated. Budgeting is to be considered in the initial planning of dissertation research. However, students are encouraged to consider applying for dissertation grants or other competitive awards. These awards are typically made after the expenses are incurred so students are urged to plan accordingly. Funding sources are limited and cannot be guaranteed.

FORMAT AND TYPING

Dissertations are submitted to Old Dominion University and must follow their *Thesis and Dissertation Guide.* Important information about dissertation format and preparation is available from the Old Dominion University Graduate School Website. Currently that link is:
https://www.odu.edu/sites/default/files/documents/thesis_dissertation_guide.pdf

Dissertations must conform to the style requirements of the current edition of the Publication Manual of the American Psychological Association insofar as they do not conflict with the current Old Dominion Dissertation Guide. Please see the Proper Title Page.

Students are urged to check this website for any updated information prior to preparation of their dissertations. As of this edition of the Dissertation Guide, dissertations must be submitted electronically. Details regarding this process are available on the ODU Graduate School website as well.

If you are unable to access information at the above web addresses, you may go to the web pages for the ODU Office of Graduate Studies or check with the Program Office. The candidate is expected to be well acquainted with proper format and style required for the dissertation. Each candidate assumes full responsibility for correctness of content and form of all copies of the dissertation and for having all pages present in the proper order.

ANNOUNCEMENT OF DEFENSE

The process of approving the dissertation as ready for final defense may vary depending on the chair. Some chairs will make that decision on his or her own. Others will ask the student to obtain approval from the committee members. If the committee members concur that the dissertation is in acceptable form to be presented for an oral defense, the student schedules the defense at the institution of her or his chair.

The dissertation **MUST** be sent to all committee members at least two weeks in advance of the defense meeting. Students who do not allow sufficient time for faculty to review the document may not be able to defend their dissertation until a full two weeks are available prior to submitting the document to their committee.

A complete, final draft of the dissertation must be submitted to the Program Office two weeks before the dissertation defense. **The time and place of the dissertation defense must be announced at least two weeks prior to its occurrence.** The announcement (available in SharePoint) is distributed as a memo **from the student and/or dissertation committee chair** to the Program Office.

DEFENSE EXAMINATION

During the dissertation defense, the candidate orally presents and defends the hypotheses, methods, results, and interpretation of the research project. The decision as to whether a student has passed or failed the dissertation defense rests with the members of the dissertation committee. Approval requires a majority of the members of the dissertation committee.

The Dissertation D3 and D5 are available for e-signature. Consult with your committee members whether or not they are able to e-sign documents. If a member is unable to e-sign, the student should bring to the defense: the **RESULT OF DISSERTATION DEFENSE EXAMINATION** Form (D3) and the **DISSERTATION ACCEPTANCE AND PROCESSING** Form (D5). With electronic submissions, the dissertation cover page no longer requires signatures.

Immediately after the examination, the dissertation chair communicates the results to the student. The chair AND committee members sign the **RESULT OF DISSERTATION DEFENSE EXAMINATION** Form (D3) to inform the Program Office of the committee's decision. In most cases, even if the examination is passed, the dissertation committee will require further revision of the dissertation. When the final revisions have been made to the satisfaction of the members of the dissertation committee, they sign the **DISSERTATION ACCEPTANCE AND PROCESSING** Form (D5). The D3 and D5 forms must be forwarded to the Program Office for further processing.

ACADEMIC DEAN'S REVIEW OF DISSERTATION FOR COMPLIANCE AND
ELECTRONIC SUBMISSION

The ODU library has moved to a completely electronic (digital) storage system for dissertations. Access to Consortium students' dissertations are available through this digital system or via ProQuest to which the dissertation is submitted. Students will still have the option to purchase bound copies for their personal use through the ProQuest website if they desire.

Please follow these procedures to have the dissertation reviewed for compliance and submitted to ProQuest and to make sure the necessary forms are submitted to the Registrar's Office.

1. Students ensure the D3 Dissertation Defense form and D5 Dissertation Processing form are signed by the dissertation chair and are uploaded in the student SharePoint folder. Notify the Program office when this is done. The Program office will ensure that the DCT signs the forms and will send them to the Graduate School for signature after the defense. The D3 form will be sent to the Registrar. The D5 form will be forwarded to the Graduate Dean's office once the dissertation is sent there for review.

2. When the final dissertation document has been approved by the committee and is ready for review by the Dean, submit it to the ODU Graduate School as a pdf document. Email the document to graduateschool@odu.edu and copy your dissertation chair, the DCT and the Program administrator so that all concerned will be aware that the document is being submitted for review. In the subject line, put the terms "VCP Dissertation Review." In the body, please indicate that a VCP student is submitting this dissertation for review. Please be sure to follow all guidelines for formatting, pagination, Table of Contents, Tables, etc. in the ODU Guide for Theses and Dissertations: https://www.odu.edu/sites/default/files/documents/thesis_dissertation_guide.pdf

3. The Graduate School will acknowledge receipt of the dissertation and then will begin review. This review may take 2 or more weeks, so please plan accordingly. The Graduate School will then respond by email with required changes.

4. Once the Graduate School approves the document, the D5 form will be signed and returned to the Program. The student can then submit the dissertation to ProQuest, following the guidelines for electronic submission. Please read this information on the ODU Graduate School website carefully:

    a. https://ww1.odu.edu/content/dam/odu/offices/graduate-studies/docs/etd-student-submission-2020-04-30-rev.pdf and

        i. https://www.etdadmin.com/cgi-bin/school?siteId=715

        ii. As these links may change from time to time, the Graduate School website at ODU (currently, https://www.odu.edu/graduateschool) is a good source of information.

5. To complete program requirements, students must provide the Program office and dissertation chair with a final pdf copy (identical to that loaded to ProQuest). When the document is submitted to ProQuest, put the date of submission to ProQuest in the Degree Requirements Checklist on SharePoint.

<div align="center">ENROLLMENT IN ONE (1) DISSERTATION CREDIT</div>

Students must be continuously registered until graduated. Those who have completed all required coursework and internship but have other outstanding degree requirements (e.g., dissertation defense) must register for 1 dissertation credit each semester until graduated. Enrollment in 1 dissertation credit renews the student ID card and allows access to faculty services, institutional facilities, and other privileges. Students using federal financial aid may need to complete the D4 form (**FULL TIME NOTIFICATION).** Students should be aware that out-of-state students who did not change their domicile status to become Virginia residents prior to internship will be charged out- of- state tuition rates after internship until they are graduated.

ANIMAL IMAGERY IN THE COMIC WORKS OF RICHARD B.

SHERIDAN AND WILLIAM CONGREVE

by

Jane Ann Doe

B.A. August 2003, State University of New York
M.A. May 2005, University of Virginia

A Dissertation Submitted to the Graduate Faculties of
Eastern Virginia Medical School
Norfolk State University
Old Dominion University
in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY

CLINICAL PSYCHOLOGY

VIRGINIA CONSORTIUM PROGRAM IN CLINICAL PSYCHOLOGY
May 2015

Approved by:

John T. Jones (Director)

Anne Dailey (Member)

David R. Smith (Member)

William Coza (Member)

Appendix C

VCPCP Program Degree Requirement Checklist (rev. 04/2024)

Courses Required to Complete Degree				
Course	Instructor	Cr. Hrs	Sem/Yr	Grade
Required				
CPSY 632 Intellectual Assessment		3		
CPSY 651 Developmental Psychology		3		
CPSY 661 Psychopathology		3		
CPSY 664 Clinical Assessment: Personality & Indiv Diff		3		
CPSY 700 Clinical & Ethical Practice		3		
CPSY 713 Research Methods		3		
CPSY 720 Multicultural Issues in Clinical Psychology		3		
CPSY 725 Cognitive-Behavioral Therapies		3		
CPSY 727 Analysis of Variance & Exp Design		4		
CPSY 728 Regression and Correlation		4		
CPSY 749 Social & Affective Bases of Behavior		3		
CPSY 801 Empirically-Supported Therapies		3		
CPSY 826 Biological & Cognitive Aspects of Behavior		3		
TOTAL Coursework minimum credits		**41**		

Additional Course Requirement Assignments	
Assignment/Exam Scores	Score/Grade
Psychometric Assignment	
Affective Grade	
Social Grade	
Biological Grade	
Cognitive DSK	
Bio-Cog Integrative Assignment	
Supervision Exam Score	
Consultation Exam Score	
History Exam	

Clinical Training/Practicum					
Course	Site	Supervisor	Cr.Hrs	Sem/Yr	Grade(P/F)
CPSY 895 Practicum 1			3		
CPSY 895 Practicum 2			3		
CPSY 895 Practicum 3			3		
CPSY 895 Practicum 4			3		
CPSY 895 Practicum 5			3		
CPSY 896 Practicum 6 Adv			6		
CPSY 896 Practicum 7 Adv			6		
CPSY 895 Practicum 8			3		
CPSY 895 Practicum 9			3		
TOTAL Practicum Credits (min)			**33**		

Research Requirements				
CPSY 883 (ODU) or CPSY 814 (NSU) Research in Clinical Psychology	Research credits each semester expected except in semester when Research Methods is taken or if PSYC 698/699 Thesis are taken			
	TOTAL Pre-Dissertation Research Credits Required = 18			
IF COMPLETING FOUNDATIONAL RESEARCH PROJECT				
Course	**Cr. Hrs**	**Compl Sem./Yr**	**Mentor**	**Grade (P/F)**
Res. In Clin. Psych (fall 2nd year)	3			
Res. In Clin. Psych (spring 2nd year)	3			
Rubric Completed/Approved by Mentor		Date:		
Rubric Completed/Approved by 2nd Reader		Date:		
OR IF COMPLETING M.S. THESIS				
Course	**Cr. Hrs**	**Compl Sem/Yr**	**Mentor**	**Grade (P/F)**
CPSY 698 Research (fall 2nd year)	3			
CPSY 699 Thesis (spring 2nd year)	3			
Thesis Proposal Meeting		Date:		
Thesis Defense		Date:		
Thesis Turned into ProQuest		Date:		
ADDITIONAL REQUIRED RESEARCH CREDITS				
Course	**Cr. Hrs**	**Sem./Yr**	**Mentor**	**Grade (P/F)**
Res. In Clin. Psych				
Res. In Clin. Psych				
Res. In Clin. Psych				
Res. In Clin. Psych				
Res. In Clin. Psych				
Res. In Clin. Psych				
Res. In Clin. Psych				
Res. In Clin. Psych				
TOTAL Add'l Research Credits (min)	**12**			
OR IF APPROVED THESIS AT PREVIOUS INSTITUTION				
Previous Thesis Approved- Paperwork Filed		Date:		
RESEARCH DAY PRESENTATION REQUIREMENT				
Presentation at Research Day		Date:		
Research Day Presentation Rubric		Date:	Result (P/F):	
DISSERTATION				
Course	**Cr. Hrs**	**Sem/Yr**	**Mentor**	**Grade (P/F)**
CPSY 899 or CPSY 894 Dissertation	3			
CPSY 899 or CPSY 894 Dissertation	3			
CPSY 899 or CPSY 894 Dissertation	3			
CPSY 899 or CPSY 894 Dissertation	3			
TOTAL Required Dissertation Credits	**12**			
Dissertation Proposal		Date:		
Dissertation Defense		Date:		
Dissertation Turned in to ProQuest		Date:		

Other Requirements	
CITI Research Training	Date Completed:
COMPREHENSIVE EXAMINATION	
Date Taken:	
Results (Pass or Fail)	
If Fail	
Second Exam Date:	
Second Exam Results (Pass/Fail)	

Internship			
Requirement	**Grade (P/F)**	**Semester**	**Year**
PSYC 890 Internship (Fall Yr 5) - 4 credits			
PSYC 890 Internship (Spr Yr 5) - 4 credits			
PSYC 890 Internship (Summ Yr 5) - 4 credits			
TOTAL Internship Credits = 12			

Appendix D
Summary of Program
Minimal Levels of Achievement (MLAs)

Discipline Specific Knowledge	Program Requirement	MLA
History and Systems of Psychology	History and Systems exam	$\geq$ 80% or higher on exam
Affective Aspects of Behavior	CPSY 749 Social & Affective Bases of Behavior	B- or better Affective component grade in the course
Biological Aspects of Behavior	CPSY 826: Biological & Cognitive Aspects of Behavior	B- or better on Biological component grade in the course
Cognitive Aspects of Behavior	CPSY 826: Biological & Cognitive Aspects of Behavior	B- or better on Cognitive component grade in the course
Developmental Aspects of Behavior	CPSY 651: Developmental Psychology	B- or better course grade
Social Aspects of Behavior	CPSY 749 Social & Affective Bases of Behavior	B- or better Social component grade in the course
Research Methods	CPSY 713: Research Methods	Course grade of B- or better
Statistical Analyses	CPSY 727: ANOVA & Experimental Design CPSY 728: Regression & Correlational Design	B- or better course grade B- or better course grade
Psychometrics	CPSY 632: Intellectual Assessment CPSY 936: Clinical Assessment CPSY 713: Research Methods	B- or better course grade B- or better course grade Psychometric assignment grades of B- or better
Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)	Integrative assignment in CPSY 961: Biological and Cognitive Aspects of Behavior	B- or better on integrative assignment

Profession Wide Competency	Program Requirement	MLA
Research	CPSY 713: Research Methods	B- or better course grade
	Foundational Research Project (FRP) or MS thesis	Pass for FRP or MS Thesis
	Research Day presentation	Pass for 80% of faculty ratings of presentation
	Dissertation defense	Pass from dissertation committee
	Faculty mentor evaluation in final year in residence	4 on annual evaluation
	Written/Oral Dissemination of research	Submit 1 lead author publication or 2 lead author conference presentations before applying to internship
Ethical and Legal Standards	CPSY 700: Clinical and Ethical Practice	B- or better course grade
	Comprehensive Exam ethics elements	Pass on all ethics items in Comps rubric
	Ethics ratings in Practicum	$\geq$ 3 on all 3 ethics items on Practicum evaluations
	Faculty mentor evaluation in final year in residence	4 on annual evaluation
Individual and Cultural Diversity	CPSY 720: Multicultural Issues in Clinical Psychology	B- or better course grade
	Diversity ratings on Comps	Pass on all diversity items in Comp exams rubric
	Practicum diversity ratings	$\geq$ 3 on all diversity items on Practicum Evaluations
	Faculty mentor evaluation in final year in residence	4 on annual evaluation
Professional Values, Attitudes, and Behaviors	Practicum ratings	$\geq$ 3 on all of relevant items on Practicum Evaluations
	Faculty mentor evaluation in final year in residence	4 on annual evaluation

Communication and Interpersonal Skills	Practicum ratings	$\geq$ 3 on all relevant items on Practicum Evaluations
	Research Day presentation	Pass for 80% of faculty ratings of presentation
	Dissertation proposal	Pass from dissertation committee
	Dissertation defense	Pass on oral exam from dissertation committee
	Dissertation document	Pass from dissertation committee
	Written/Oral Dissemination of research	Submit 1 lead author publication or 2 lead author conference presentations before applying to internship
	Faculty mentor evaluation in final year in residence	4 on annual evaluation
Assessment	CPSY 661: Psychopathology	B- or better course grade
	CPSY 632: Intellectual Assessment	B- or better course grade
	CPSY 936: Clinical Assessment	B- or better course grade
	Practicum Ratings	$\geq$ 3 on all assessment items on Practicum evals
	Assessment portion of Comprehensive Exam	Pass on comprehensive exams
	Faculty mentor evaluation in final year in residence	4 on annual evaluation
Intervention	CPSY 940: Cognitive Behavioral Therapy	B- or better course grade
	CPSY 801: Empirically Supported Therapies	B- or better course grade
	Practicum ratings	$\geq$ 3 on all intervention items on Practicum Evals
	Intervention portion of Comprehensive Exam	Pass on comprehensive exams
	Faculty mentor evaluation in final year in residence	4 on annual evaluation

Supervision	Supervision readings during practicum team & exam	$\geq$ 80% on Supervision Exam
	Peer Supervision Assessment ratings	Average of 3 or higher on Peer Supervision Assessment Evals
	Faculty mentor evaluation in final year of residency	4 on annual evaluation
Consultation	Consultation Workshop	$\geq$ 80% on consultation exam
	Practicum ratings	$\geq$ 3 on Practicum Evaluations consultation/interprofessional /interdisciplinary items
	Faculty mentor evaluation in final year in residence	4 on annual evaluation

APPENDIX E

Research Expectations

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   _____Foundational Research Project
_____Vetted Thesis

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:

_____
_____
_____
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_____
_____
_____
_____
_____

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 before **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:

APPENDIX F
VCP Program Benchmarks

	Table 1. Progress Benchmarks for Students Entering the Program with a Bachelor's Degree		
Year/Term	**Tasks Completed by Term:**		
	Recommended Progress	**Acceptable Progress**	**Delayed Progress**
Y1/Fall	FRP/Master's research topic & research plan identified	FRP/Master's research topic identified	FRP/Master's research topic identified
Y1/Spring	FRP/Master's Committee appointed; prepare IRB	FRP/Master's research plan identified	FRP/Master's research plan identified
Y1/Summer	FRP/Master's proposal & IRB approved	FRP/Master's Committee appointed; prepare IRB	FRP/Master's Committee draft write-up
Y2/Fall	FRP/Master's data collection started	FRP/Master's proposal & IRB approved	FRP/Master's Committee appointed; prepare IRB
Y2/Spring	FRP/Master's data collection completed with analysis	FRP/Master's data collection started	FRP/Master's proposal & IRB approved
Y2/Summer	Defend thesis/complete FRP	FRP/Master's data collection completed with analysis	FRP/Master's data collection started
Y3/Fall	Present FRP/thesis at Research Day; comprehensive exams	Defend thesis/complete FRP; comprehensive exams	FRP/Master's data collection
Y3/Spring	Dissertation topic & research plan identified	Dissertation topic & research plan identified	FRP/Master's data collection completed with analysis
Y3/Summer	Dissertation proposal approved; begin intern apps	Dissertation proposal approved; begin intern apps	Defend thesis/complete FRP
Y4/Fall	IRB approved; Dissertation data collection started	Present FRP/thesis at Research Day; IRB approved; Dissertation data collection started	Present FRP/thesis at Research Day; comprehensive exams
Y4/Spring	Dissertation data collection; Required courses completed	Dissertation data collection; Required courses completed	Dissertation topic & research plan identified
Y4/Summer	Defend Dissertation; Begin Internship	Finish dissertation data collection; Begin Internship	Dissertation proposal approved; begin intern apps
Y5/Fall	Internship	Internship	IRB approved; Dissertation data collection started
Y5/Spring	Internship	Internship; complete Dissertation write-up	Dissertation data collection; Required courses completed
Y5/Summer	Finish internship; GRADUATE!	Defend Dissertation; Finish internship; GRADUATE!	Finish Dissertation data collection; Begin Internship
Y6/Fall			Internship
Y6/Spring			Internship; complete Dissertation write-up
Y6/Summer			Defend dissertation; Finish internship; GRADUATE!

Year/Term	Table 2. Progress Benchmarks for Students Entering the Program with an Approved Master's Thesis		
	Tasks Completed by Term:		
	Recommended Progress	**Acceptable Progress**	**Delayed Progress**
Y1/Fall	Explore research topics; Present thesis at Research Day;	Explore research topics; Present thesis at Research Day;	Explore research topics
Y1/Spring	Continue exploring research topics & research plan	Continue exploring research topics & research plan	Continue exploring research topics & research plan
Y1/Summer			
Y2/Fall			Present thesis at Research Day
Y2/Spring			
Y2/Summer	Dissertation topic & research plan identified		
Y3/Fall	Comprehensive exams	Comprehensive exams	
Y3/Spring	Dissertation proposal & IRB approved	Dissertation topic & research plan identified	
Y3/Summer	Dissertation data collection started; begin intern apps	Dissertation proposal & IRB approved; begin intern apps	
Y4/Fall	Dissertation data collection	Dissertation data collection started	Comprehensive exams
Y4/Spring	Dissertation data collection; Required courses completed	Dissertation data collection; Required courses completed	Dissertation topic & research plan identified
Y4/Summer	Defend Dissertation; Begin Internship	Finish dissertation data collection; Begin Internship	Dissertation proposal & IRB approved; begin intern apps
Y5/Fall	Internship	Internship	Dissertation data collection started
Y5/Spring	Internship; Complete Dissertation write-up	Internship; complete Dissertation write-up	Dissertation data collection; Required courses completed
Y5/Summer	Finish internship; GRADUATE!	Defend Dissertation; Finish internship; GRADUATE!	Finish Dissertation data collection; Begin Internship
Y6/Fall			Internship
Y6/Spring			Internship; complete Dissertation write-up
Y6/Summer			Defend dissertation; Finish internship; GRADUATE!

RATED ANNUALLY

Progress toward Benchmarks: Recommended   Acceptable   Delayed

APPENDIX G

STUDENT ANNUAL EVALUATION

Student Name		Advisor Name	

The following items represent profession-wide competencies (PWC) that we are training our clinical students to achieve. By the time they go on internship they should have acquired ALL of these competencies. As a student's advisor and mentor we are asking you to use information you have from working with your student AND information for coursework and practica to evaluate your student. In making ratings, bear in mind the student's developmental trajectory. Ratings are: Improvement needed, Meets Expectations for PY (Program Year), Exceeds Expectations for PY (Program Year). A rating of "Meets Profession Wide Competencies" may be used in any year, but should particularly be considered during the student's final year in residence.

When rating **Improvement Needed**, please provide additional information for the Program to consider in a performance review. Please provide justification for any rating of **Exceeds Expectations.**

Please only complete sections for which you have direct knowledge or data from other evaluations (e.g., supervisor evaluations, transcript review, feedback from other faculty, etc.). **Please provide a short narrative summary for each annual evaluation at the end of the document.**

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year;   4=Intern-Ready;   N/A= Not Applicable for this evaluation

I. Research:	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.						
2. Conduct research or other scholarly activities.						
3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year;   4=Intern-Ready;   N/A= Not Applicable for this evaluation

II. Ethical and legal standards	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Be knowledgeable of and act in accordance with each of the following: (a) The current version of the APA Ethical Principles of Psychologists and Code of Conduct; (b) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and (c) Relevant professional standards and guidelines.						
2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.						
3. Conduct self in an ethical manner in all professional activities.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation

III. Individual and cultural diversity	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;						
2. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;						
3. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or world views create conflict with their own.						
4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year;   4=Intern-Ready;   N/A= Not Applicable for this evaluation

IV. Professional values and attitudes	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.						
2. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.						
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.						
4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year;   4=Intern-Ready;   N/A= Not Applicable for this evaluation

70

V. Communication and interpersonal skills	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.						
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.						
3. Demonstrate effective interpersonal skills and ability to manage difficult communication well.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation

VI. Assessment:	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.						
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).						
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.						

	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.						
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.						
6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation

VII. Intervention	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Establish and maintain effective relationships with the recipients of psychological services.						
2. Develop evidence-based intervention plans specific to the service delivery goals.						
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.						

	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
4. Demonstrate the ability to apply the relevant research literature to clinical decision making.						
5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,						
6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year;   4=Intern-Ready;   N/A= Not Applicable for this evaluation

VIII. Supervision	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Demonstrate knowledge of supervision models and practices.						
2. Demonstrate basic supervisory skills in peer supervision.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

**Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year;
4=Intern-Ready;   N/A= Not Applicable for this evaluation**

IX. Consultation and interprofessional/interdisciplinary skills	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
1. Demonstrates knowledge of consultation models and practices.						
2. Demonstrate knowledge and respect for the roles and perspectives of other professions.						

Comments Mid-Yr 1	
Comments Year 1	
Comments Year 2	
Comments Year 3	
Comments Year 4	
Comments Year 5	

YR1 Annual Designation	*Progress Toward Benchmarks:*	*Recommended*	*Acceptable*	*Delayed*
YR2 Annual Designation	*Progress Toward Benchmarks:*	*Recommended*	*Acceptable*	*Delayed*
YR3 Annual Designation	*Progress Toward Benchmarks:*	*Recommended*	*Acceptable*	*Delayed*
YR4 Annual Designation	*Progress Toward Benchmarks:*	*Recommended*	*Acceptable*	*Delayed*
YR5 Annual Designation	*Progress Toward Benchmarks:*	*Recommended*	*Acceptable*	*Delayed*

Annual Narrative Summary (brief summary of strengths and areas in need of development)	
Mid-Year 1	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	

Readiness to Apply for Internship	
Does the student plan to apply for internship in the upcoming academic year?	
If **NO**, put N/A	
If **YES**, then does the committee agree that the student:	
a. possesses the emotional stability and maturity to handle the challenges of graduate training to this point;	
b. possesses the theoretical / academic foundation necessary for effective clinical work;	
c. possesses the skills necessary for translating theory into integrated practice;	
d. demonstrates awareness of, and practices according to, the current ethical guidelines for psychologists;	
e. demonstrates the capacity to participate in supervision constructively and can modify his / her behavior in response to feedback; and	
f. is ready to apply for internship?	
In the box to the right indicate Yes, No, or Contingent.	
• No means not this year.	
• Contingent means possibly this year, depending on progress in specific areas between the time of this review and the internship application deadline. If approval is Contingent, describe below the concerns discussed and the additional markers the committee suggests before the student can be approved to apply for internship.	
Contingency Comments	

APPENDIX H
Dissertation Timeline

FROM (student name):	
DISSERTATION CHAIR(S):	

The table below describes the progress I have made thus far on my dissertation and provides a timeline for the completion of the remaining steps.

Dissertation Benchmark	Date or Percent Completed	Expected Completion Date
Proposal sent to committee		
Proposal fully approved by committee		
Introduction written		
Methods written		
Data collected		
Data reduction (scoring, cleaning, coding data, etc.)		
Data analyzed		
Results section written		
Discussion section written		
Dissertation defense scheduled		
Dissertation defended		

Note: The benchmarks listed above are for a single-study dissertation prepared in the traditional format. Modify the table as appropriate to any special circumstances. For example, students following the guidelines for the 3-paper option should amend the table (e.g., duplicate lines to reflect multiple studies) to indicate progress on each paper (including submission or publication), and the separate general introduction and summarizing discussion that this format requires.

Each student is expected to *submit* for publication at least one first (lead) authored manuscript based on VCPCP work OR two first author conference presentations before applying for internship based on VCPCP work. In the box below please provide complete citations for all papers (published, in-press or under review) and/or conferences presentations that satisfy this expectation (using APA Style).

Student signature:	Date:
Signature of Dissertation Chair:	Date:

APPENDIX I

Guidelines for Three-Paper Dissertation

A traditionally formatted dissertation typically includes an Introduction and Literature Review, Methods, Results, and Discussion/Conclusions. Students who are making Recommended progress toward degree completion in the VCPCP can discuss with their mentor and dissertation chair whether the three-paper dissertation format would be appropriate for and consistent with their career goals. The general goals of this alternative are to: encourage submission of manuscripts while in graduate school; reduce the time and effort post-graduation to revise dissertations to be compatible with publication standards; improve students' CV's when applying for internships/postdocs/employment; encourage students to think programmatically about their research.

Follow these policies:

Format:
1. Three separate, publishable-quality papers of normal journal article length represent the core component of the dissertation. Each separate paper would include appropriate literature review, methodology, results, interpretations and conclusions, and references, consistent with expectations for publication in a journal.
2. The set of papers would be prefaced by an Introduction that sets the background for the program of research, the scope and significance of the problem addressed, and the pertinent conceptual or theoretical framework guiding the program of research.
3. The papers would be followed by a Conclusion that integrates and summarizes the implications of the set of papers.
4. References used in the Introduction and Conclusion would be listed separately at the end of the dissertation, followed by any needed Appendices.

Parameters:
1. The dissertation committee must approve that the three papers share an overarching theme and form a coherent, cohesive set consistent with a program of research.
2. The dissertation committee must agree that all of the papers meet the standard of publication-quality.
3. All work for each of the papers must be based on work conducted while enrolled in the VCPCP.
4. None of the papers can be substantively equivalent to the student's master's thesis or foundational research project. In addition to other sources of data, students can use data they have previously collected while enrolled in the VCPCP that does not replicate their master's thesis or foundational research project.
5. A maximum of one paper can be published or accepted for publication prior to the dissertation proposal.
   a. The student will be responsible for securing any necessary permissions from the copyright holder and other authors for inclusion in the dissertation.
   b. The student should include in an Appendix the memos and correspondence involved in their response to reviewers for papers accepted for publication if requested by the committee.
6. All papers, if not already submitted for publication, should be formatted and ready for journal submission (typically with a target journal in mind).
7. Students must be lead authors on all three papers.
   a. The dissertation committee must approve the inclusion of co-authors for all papers that have not yet been prepared for publication.

      b. If the paper will include co-authors, the student must remain the lead author and the contributing role of the co-authors must be detailed in an appendix to the dissertation. Consider following the CRediT taxonomy: https://credit.niso.org/

8. No more than one of the three papers can be a systematic review.
9. Three-paper dissertations follow the oral and written defense expectations of traditional format dissertations for both the dissertation proposal and public dissertation defense.
10. Deadlines for dissertations announcements and submissions to the universities are equivalent to those of a traditional dissertation.

APPENDIX J
Comprehensive Exam Rubric

Key: Each item is scored as pass or fail. Scores on the Assessment and Intervention sections include the written and oral examination.		
STANDARDIZED ASSESSMENT: Pass on all items required to pass.		
1. Interpret assessment results, following current research and professional standards and guidelines, to inform **case conceptualization**, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.		
2. Interpret assessment results, following current research and professional standards and guidelines, to inform **classification**, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.		
3. Interpret assessment results, following current research and professional standards and guidelines, to inform **recommendations**, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.		
4. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.		
Be knowledgeable of and act in accordance with each of the following:		
5. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;		
6. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels		
7. relevant professional standards and guidelines.		
8. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.		
9. an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves		
10. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;		
11. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.		
Comments:		

INTERVENTION: Pass on all items required to pass.		
1. Establish and maintain effective relationships with the recipients of psychological services.		
2. Develop evidence-based intervention plans specific to the service delivery goals.		
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.		
4. Demonstrate the ability to apply the relevant research literature to clinical decision making		
5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,		
6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.		
Be knowledgeable of and act in accordance with each of the following:		
7. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;		
8. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels		
9. relevant professional standards and guidelines.		
10. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.		
11. an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves		
12. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;		
13. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.		
Comments:		

Appendix K
Telesupervision Policy

In accord with the CoA for APA, the Virginia Consortium Program in Clinical Psychology (VCPCP) recognizes the import of telesupervision guidelines and notes that there are benefits to in-person supervision, which exceed those potentially gained from virtual oversight. The VCPCP recognizes that telesupervision allows for practicum site supervisors to oversee client welfare and foster trainee development. Additionally, the VCPCP acknowledges telesupervision as a medium by which supervisory- based training and guidance may be provided in circumstances that preclude in-person interactions and/or in instances in which additional supervision is warranted and/or desired beyond that occurring face-to-face. In-person supervision, however, has numerous benefits, including immediate non-verbal and affective cues that assist in relationship formation, in addition to assessment of trainee competence.

The VCPCP is committed to a training process that ensures graduate students develop knowledge, skills, and attitudes needed to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. The program faculty and practicum site supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. To these ends, the usage of telesupervision is consistent with program aims and training outcomes, given it provides the following: 1) training experiences that would otherwise be unavailable to students, and which allow trainees to provide services to underserved populations, 2) the continuity of supervision during unexpected events, which do not compromise a supervisor's or trainee's fitness to practice, but would otherwise impede meeting in-person and providing continuous care to clients, 3) the ability for supervisors to support trainees as they provide emergent care to clients, and 4) additional training opportunities and guidance beyond what is minimally required.

In general, telesupervision should not be used as a primary mode of supervision for junior students (i.e., first and second year students) given their need for face to face foundational experiences; advanced students (i.e., third, fourth, and fifth-year students) can utilize telesupervision as a primary mode of supervision once a working alliance and relationship has been established with the supervisor in face to face capacity and/or starting in the second semester of their training experience. Telesupervision can be used with junior and advanced students in the following scenarios: 1) the supervisor has already engaged in direct observation or oversight of the student at least one hour for every 8 hours on site 2) trainee or supervisor is ill, 3) in the event of clinical emergencies that require more detailed consultation than is available through telephonic methods and when the supervisor is off site, and 4) additional training experiences beyond the minimum supervision requirements.

Trainees must demonstrate proficiency with using videoconferencing technology and exhibit non- defensive participation in supervision with the ability to implement a supervisor's feedback with clients. Trainees must exhibit the organizational skills needed to attend telesupervision, the responsibility to protect client privacy and confidentiality, and the clarity in communication necessary to convey relevant information about clients and their clinical care.

Before beginning telesupervision, the supervisor and trainee will engage in at least one virtual session to test out technology, verify the suitability of the trainee's environment for telesupervision, and work through screen sharing and other functions that may be required in telesupervision. The Associate Director of Clinical Training (ADCT) will ensure that relationships between the supervisors and trainees are established at the onset of supervisory experience by periodic contact with the site supervisor throughout the semester, as well as a review of interim and final evaluations in a particular semester.

The supervisor who conducts telesupervision will maintain full oversight and professional responsibility for all clients for whom the trainee provides services. Supervisors will maintain operational competence with HIPAA-compliant software, remain accessible to trainees with flexibility in using telesupervision as supervisor and trainee situations dictate, and evidence warmth and connection with trainees through virtual meeting technology.

Supervisors must also be available by phone, text, or email outside of scheduled supervision times, should trainees need consultation. Off-site supervisors utilizing telesupervision must ensure that supervisees have on-site support for crises and non-scheduled consultations. Supervisors will maintain standing invitations to be virtually present during trainee's appointments with clients to provide necessary backup/oversight. Telesupervision that must occur outside of scheduled sessions will be scheduled through email, text, or other means of communication without discussing client information. During telesupervision, client material will not be discussed without using HIPAA-compliant technology. Both trainee and supervisor will also be in private locations during telesupervision, as to assure patient privacy and confidentiality. Additional safeguards may include the use headphones or other in-ear technology, as well as orienting computer or phone screens toward walls without windows. Sites not using HIPAA-compliant Zoom accounts will provide alternative HIPAA-compliant videoconferencing methods to trainees at no cost to them.

Appendix L
Remediation Plan
If Directors determine remediation may be necessary, the following process is followed:

- [ ] 1. The Directors meet with the student and the advisor to discuss the performance concerns. A subgroup of VCP faculty may be invited to this meeting.

- [ ] 2. The Directors gather additional relevant information if necessary.

- [ ] 3. The Directors may consult with a subgroup of the larger VCP faculty for discussion and disposition. A determination will be made whether remediation can address the concerns or if termination is required.

- [ ] 4. If remediation is recommended, the advisor works with the student and directors to develop a remediation plan as soon as feasible but within six months.

- [ ] 5. The remediation plan will be documented in writing and given to the student for signature. The following information will be included:
  - [ ] Steps for correcting the problem
  - [ ] Criteria for satisfactorily addressing the performance concerns.
  - [ ] A timeline for completion, and
  - [ ] Consequences for failing to satisfactorily address the problem.

- [ ] 6. 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 make a recommendation to the Directors. The advisor makes one of the following recommendations: (Check one below). The Directors may consult with a subgroup of faculty regarding this recommendation.
  - [ ] has remediated and no further remediation is necessary,
  - [ ] is making progress but the remediation plan needs to be continued or adjusted, or
  - [ ] has not been able to remediate and may need to be terminated from the program.

- [ ] 7. The student will be notified in writing of the decision.

Appendix M
Termination from the Program

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

☐ Failure to pass any section of the Comprehensive Examination on the second attempt;

☐ Unauthorized absence from the Program

☐ Failure to maintain professional behavior, as evidenced by, but not limited to, failure to adhere to the principles in the Program's Student Evaluation Policy, Ethical Principles of the American Psychological Association, or the Program's technical standards;

☐ Unsatisfactory Performance Review;

☐ Failure to complete all degree requirements within the seven-year time limit; or Failure to accept or complete a required remediation plan.

☐ Failing more than one required course.

Procedures for Termination Recommendation:

☐ If the Directors are considering a recommendation for termination from the Program, the student and advisor will be notified of the reasons that a termination recommendation is being considered.

☐ The Directors may consult with a subgroup of faculty on the termination recommendation.

☐ The recommendation for termination will be made to the Graduate Officer Designate.

☐ The student will be notified in writing of the termination recommendation and may appeal this decision to the Graduate Officer Designate.