



The Virginia Consortium Program in Clinical Psychology

Jointly Sponsored by

Norfolk State University

Old Dominion University

**2022-2023
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 in the Consortium effective July 1, 2021.

□ 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.

- **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
 - Corresponding on behalf of the Program on official matters
- **Associate Director of Clinical Training (A-DCT).** The A-DCT is primarily responsible for coordinating and overseeing the Program's clinical training activities. This may include responsibility for practicum courses or working with faculty who are assigned practicum courses. He or she monitors the clinical training progress of students, the quality of practicum placements, and develops any reports related to clinical training aspects of the Program.
 - **Student Representatives.** 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. Students also serve on the Diversity committee and assist the Admissions committee. Student representatives provide input on matters of Program policy and governance but are not involved in evaluation of other students.

- **Program Office.** The Virginia Consortium relies on inter-institutional procedures to accomplish interdependent tasks such as admission, financial aid, and registration. The Program's administrative office coordinates these and other necessary procedures between sponsoring schools to avoid duplication and assure efficient coordination of activities. The Program Office staff is typically the first point of contact for students with questions or problems and also supports the activities of the Directors and the 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 any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competences because of conflicts with their attitudes, beliefs, or values.

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 services 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

□ **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](#).

□ **Coursework Hours and Residency Requirement**

Students entering the program with a bachelor's degree, or with a master's degree from a non-consortial institution are typically required to complete a minimum of 123 credit hours. The number of credit hours is reduced for students who come into the Program with a master's degree or previous coursework at one of the consortial institutions. A minimum of 12 semesters and 78 credit hours (or 48 credit hours post master's) in full-time residence (excluding internship and dissertation) are required for the degree. A sample curriculum is in [Appendix A](#).

□ **Comprehensive Examination**

Students take oral and written comprehensive exams in their 3rd year of the Program. Details of these examinations are found in [Comprehensive Examinations](#) below.

□ **Advancement to Candidacy**

To advance to candidacy, students must successfully complete all required coursework, fulfill the Foundational Research Program requirement, pass all sections of the comprehensive examination, and have an approved dissertation proposal. This will typically occur immediately prior to the student's internship.

□ **Doctoral Dissertation**

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

□ **Predoctoral Internship**

Completion of an APA accredited or APPIC approved internship is a degree requirement. Students are strongly encouraged to seek APA accredited internships. If a student is considering an unaccredited internship, they must discuss this 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 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: Students must earn a B- or better in required classes. Students who do not earn a B- or better in a required course must repeat the course. Grade forgiveness does not apply at the graduate level so all courses contribute to the cumulative GPA. Students who do not earn a B- or better in more than one course may be recommended for 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. Research training culminates with the dissertation in years 3 and 4.

Education and training in the delivery of psychological services progresses in a developmentally graded sequence. During Years 1 and 2 of the curriculum, the coordinated sequence of clinical courses and practica are generic in content and variable in theoretical orientation. No theoretical model, intervention modality, or client population is pre-eminent in the basic education of students. In Years 3 and 4 of the curriculum, students pursue more focused interests through elective courses, practica, and an empirical dissertation. Advanced clinical practicum training is required in Year 3 and is comprised of a minimum of 20 hours a week of clinical experience. In Year 4, students continue their clinical experiences, but the hour requirements can vary up to 20 hours per

week. Students can also take advantage of available research or teaching opportunities, and/or additional coursework. Clinical training is completed in a full-time internship typically during Year 5 of the Program. It is strongly recommended that students keep detailed documentation of materials related to their training. It is possible that licensing boards may require copies of syllabi or documentation of practicum hours.

- See sample schedule, [Appendix A](#)
- See program requirement checklist, [Appendix C](#)
- **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](#)

Instruction in the fundamental content areas of psychology typically occurs within the first two years. 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

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. If a student does not achieve a B- (or 80%) or better in a required course, required section of a course, or a required assignment within a course the student must retake the course, section of the course, or re-do the assignment. If a student does not meet the 80% threshold on the 2nd attempt, a performance review will occur (see [Performance Expectations](#)). Program MLAs are detailed in [Appendix D](#).

APA's Standards of Accreditation (SoA) also require that students demonstrate the following **Profession Wide Competencies (PWCs)** prior to internship. 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 the competency (see [Performance Expectations](#)).

- **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, dissertation, and internship may not be waived. A form to document this process is located in SharePoint.

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 in which the student and advisor first discuss whether to request a course waiver and the advisor verifies that the previous coursework meets the 80% threshold. If the advisor is in support of the transfer credit, and the 80% threshold is achieved, the student asks the instructor for permission to transfer in the course. Students should submit 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. Courses that are waived will not appear on the student's Consortium transcript. This process is documented by obtaining signatures on the Course Waiver form located on SharePoint, submitted to the Program Office, and uploaded into the student's file on the Student Portal.

If the student has taken courses also offered in the Virginia Consortium Program curriculum at one of the Consortial institutions in another graduate program, or as a non-degree seeking student, those course credits will be recorded on the student's transcript and are factored into the doctoral GPA.

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 2nd review will be done by a faculty member at the other consortial institution. The application to waive the foundational research project requirement with detailed directions about this process is located on SharePoint under "Program Resources -> Foundational Research Project." Additional information on this process is also found in the Handbook under [Foundational Research Project](#).

Course Scheduling/Student Responsibility

Students are expected to meet with their advisors during the designated registration periods to discuss their academic plan for each upcoming semester. After developing a plan and having it approved by the advisor, students will register themselves for elective courses and forced registrations will occur for some required courses.

If students fail to register for elective courses in a timely fashion via LEO online they may be required to take all necessary paperwork to each institution to ensure that they are registered in a timely manner.

Clinical Training

Model for Pre-internship Practica

Development of clinical skills and competencies through supervised experience is a crucial component of the Program. Students begin their clinical training through coursework and participating in practicum team meetings in their first semester; in subsequent semesters students are enrolled in practicum courses and participate in practicum team meetings through their fourth year. Practicum is optional for students in good standing who remain beyond the fourth year. The clinical courses include:

Clinical and Ethical Practice
 Intellectual Assessment
 Assessment of 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, 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 beginning in year 1 until internship. Details of these activities are provided in the first practicum team meeting.

Standardized Patient Interviews

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

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 mental health centers, military hospitals, medical hospitals, private hospitals, university counseling centers, public school systems, and specialty services (e.g., neuropsychology). 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. For example, in the first semester, clinical courses include psychopathology and intellectual assessment. Practicum in the second semester allows the student to gain experiences in conducting, scoring, and interpreting intellectual assessments. In the second semester, students take a course in 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 yearlong therapy practicum in the 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 where the student spends a minimum of 16 hours each week in a clinical setting. In Year 4 the student continues in clinical training, but the hours may vary up to 20 hours per week. In Year 5, the student typically completes training in a clinical internship.

Training in ethics and multicultural competence are emphasized throughout the practicum sequence.

Please note: Some practicum experiences may require the completion of a trainee qualifications and credentials verification which delineates 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 health professions 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/oaa/TQCVL.asp>). The information needed for the TQCVL is not information that the DCT normally would request and students can elect to forgo a practicum offered by a facility operated by the Department of Veteran Affairs.

□ **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.

Relevant Activities

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

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 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 differential techniques

- **Years 3 (Advanced Clinical Training) and 4**

Approximately August to May, Approx. 30 weeks

Year 3 practica involve a minimum of 16 hours/week in a setting providing direct clinical services. During Year 4, the student continues in clinical training but the hours may vary up to 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. Articulating one's own training needs and goals, structuring the practicum

- experience
2. Individual psychotherapy, case management, group psychotherapy, family therapy, psychological testing, participation in staffing, team meetings, or other planning functions under supervision
 3. Specialized clinical interventions (e.g., motivational interviewing) or work with specialized populations.

▪ **Practicum Hours and Supervision Expectations**

Fall and Spring Terms (15 weeks each)		
Weekly Hours	Supervision Hours (weekly)	Total Hours
8	1	120
12	1 to 1.5	180
20	2	300
Summer Term (10 weeks)		
Weekly Hours	Supervision Hours (weekly)	Total Hours
8	1	80
12	1 to 1.5	120
20	2	200
Total Hours Pre-Internship		>1200
	Assessment and Intervention	>500
	Supervision	~155
	Integrated Reports	~5

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. Please note that although all hours should be completed on site, not all hours will be counted in Time2Track.

Students are encouraged to focus on the quality of their practicum experiences and not the quantity of hours. However, the chart above indicate 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. 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. At a minimum, students should aim for 500 intervention and assessment hours prior to leaving for 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).

Typically, students in assessment placements will get fewer direct service hours. Students should not get overly focused on counting hours but on the quality and nature of the clinical experiences.

□ **Supervision**

The supervision provided throughout the practicum sequence is of critical importance and represents the most essential ingredient in providing a quality clinical training experience. In the Virginia Consortium, supervision is an ongoing educational process in which a licensed psychologist (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 in their 4th and 5th year may be supervised by other licensed professional 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. 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.]

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

Advanced Placement Process

The advanced training (16-20 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 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 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 dress 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.
7. The Directors will consider all rankings and make the final assignments. This typically occurs by mid-April.

Please 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. HOWEVER, please discuss this with your mentor to ensure that you can navigate a 20-hour a week placement and a 20-hour a week assistantship successfully. Please consider the placement experiences as a priority in making decisions about what sites would be the best fit for your training.

A memo will be provided each year with the dates for the application, interviews, and ranking process prior to the application process. Students and sites will be notified by email of the assigned placements.

Practicum Recordkeeping and Procedures

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

meetings.

Practicum Training Contract

During the first two weeks, the student meets with the supervisor to familiarize him/herself with the agency and completes the practicum contract. The contract includes information on the experiences that the student will engage in under the supervisor, the format, frequency and type of supervision, and the minimum number of hours the student will work at the site. This contract is due no later than the Friday 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 in SharePoint.

Documentation of Practicum Experiences

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

Supervisors are required to 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.

The [Association of Psychology Postdoctoral and Internship Centers \(APPIC\)](#) website provides important information regarding the documenting of practicum experiences and the internship process. Students should become familiar with the information before actually beginning practicum. Hours verified by the program for internship must be approved by clinical supervisors. Modifying hours after a placement will require new approval so students are encouraged to carefully document all hours during their placements.

□ **Evaluation Process**

Evaluation of Student Skills

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

1. Clear delineation and specification of the skills to be acquired;
2. Evaluations based on three-way contracts among students, agency supervisors, and faculty coordinators developed within the first two weeks of each practicum;
3. Direct observation of student skills development by agency supervisors;
4. Competency-based written presentations and an oral examination during the Comprehensive 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. 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 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 a final evaluation, an interim evaluation must be completed in the subsequent semester. For all evaluations, the Agency Supervisor notes strengths and weaknesses of the student in the relevant areas that pertain to the specific objectives of the practicum.

The 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 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.

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. While it is the responsibility of the agency supervisor to specify which skills need further work, it is not his or her responsibility to arrange for that additional work. The A-DCT in coordination with the faculty coordinator 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 (Fall term for Spring and 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 by the Student

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

□ **Extended or Parallel Practicum**

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

Any requests to extend practica should be submitted to the A-DCT, in writing, with verification from the supervisor. The student must a) have the written permission of the A-DCT (extension) and 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” if he or she wishes to do a parallel practicum. Parallel practica are generally discouraged in Years 1 and 2 of the program. Students wishing to do parallel practica should discuss their request with their advisor as well as the A-DCT. Once approved, students must submit a practicum training contract to the A-DCT. The supervisor is required to conduct at least one direct observation of the student at least once per semester. The A-DCT will contact the supervisor at least once each semester on student progress. Supervisors are required to complete an evaluation of the student at the end of each year or end of the placement (whichever occurs first). If areas of concerns are noted, evaluations are required each semester until the area needing improvement has been resolved. If it is not resolved, then a remediation plan will need to be developed (see [Remediation Policy and Procedures](#)).

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 an approved practicum placement are covered under the consortial institutions' insurance policies. The Program also 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 information on SharePoint regarding student liability insurance.

□ **Approval for Master’s Clinical/Practicum Hours**

The Program does not approve hours accrued in master’s programs for inclusion in the application for internship. Master’s clinical/practicum hours can be discussed in 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 enrolled in *Research Methods, Research in Clinical Psychology, Thesis, or Dissertation* hours. In the first two years students complete a sequence of coursework in research methods: Analysis of Variance (1st year, Fall), Regression/Correlational Design (1st year, Spring), Research Methods (1st year, Spring), Empirically-Supported Therapies (2nd year, Spring).

Students must complete two research projects. By October 1 of the third year, students are expected to have completed a Foundational Research Project (FRP). Students who enter the program with a completed thesis as part of a master’s degree from another institution may apply by October 1 of Year 1 to have it evaluated to meet the Foundational Research Project requirement.

Students are also required to complete and successfully defend an empirical dissertation.

□ **Research Training Sequence**

Year 1

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

Year 2

During Year 2 students work on the required Foundational Research Project (FRP) under the supervision of their research mentor. The FRP must be submitted, defended, and approved by October 1 of Year 3. Exceptions to the FRP requirement are made for students who are admitted into the program with a thesis that has been vetted and approved by the Consortium faculty. However, research involvement with the research mentor is still expected of these students. All students must give an oral presentation of a completed research project at the Program's annual Research Day. Students with an approved thesis from another institution may present at Research Day in their 2nd year with approval from the advisor.

Year 3

Students develop an area of focus for an empirical dissertation, a degree requirement, and are required to have an approved dissertation proposal by October 1 of their 4th year prior to applying for internship. Students are also encouraged to continue their involvement in ongoing research projects with their research mentor and/or other Consortium faculty. Students present their FRP or thesis at Research Day.

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. A plan for 5th year research and clinical activities is developed by the student in conjunction with the mentor and the A-DCT.

□ **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 made and accepted. Second readers will be assigned at the end of the first year when the Program office is notified that the student will be completing a FRP. The 2nd reader is assigned by the Program from an alphabetical list of faculty; 2nd readers are typically selected from NSU faculty for students with ODU mentors and vice-versa. Once the 2nd reader is identified, blank rubric forms will be placed in the student's SharePoint folder for later completion by the mentor and 2nd reader.
2. Students enroll in *Research Methods* (PSYC 713) during the Spring semester of Year 1. After successful completion of the *Research Methods* course, students should have a working draft of the proposal that will be the basis for the FRP. Students then enroll in 3 credits of *Research in Clinical Psychology* at the institution of the faculty research mentor for the Fall and Spring semesters to complete their Foundational Research Project.
3. The Foundational Research Project must be completed before a student can begin work on his or her dissertation or sit for the Comprehensive Examination. The Foundational Research Project will be evaluated by the faculty research mentor and one additional Consortium faculty member from another school using the *Foundational Research Project Rubric*. The mentor and 2nd reader each complete an FRP rubric.
4. The final, approved FRP document along with both rubrics must be completed in advance of the October 1 deadline. These materials will be in the students' SharePoint

folder. After the mentor approves the FRP the 2nd reader is notified that the FRP is ready for review. This must occur by August 27 in the 3rd year. The Program office will create SharePoint permissions for the 2nd readers to access the student's FRP materials. The 2nd reader returns feedback to the student and mentor no later than September 17. The student is responsible for making any revisions requested by the 2nd reader in advance of the October 1 deadline. The student is responsible for ensuring that the final approved FRP document and both rubrics reflecting approval of the project are completed by the October 1 deadline. If the Foundational Research Project is not approved by October 1, the student must postpone sitting for the Comprehensive Examination.

5. The final project must be presented at a program-sponsored Research Day.
6. 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 thesis may have it evaluated to meet the FRP requirement (See [Foundational Research Project](#)).

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

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

There are two possible paths to obtaining a sponsor:

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

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

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

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

• **Presentation on Research Day**

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

The following general guidelines may assist students in planning their FRP:

Year 1	
Aug - Oct	Meetings with mentor; lit review/brainstorm projects; build hypotheses & research plan
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)

Comprehensive Examination

Students take their Comprehensive Examination in the fall following completion of the Foundational Research Project or thesis. It assesses students' competency in these areas: assessment, intervention, ethics, diversity, and research methods. The assessment component of the exam consists of a written assessment report, based on common data that are provided to the students, and an oral exam on this report. The intervention component of the exam consists of a written work sample based on a client of the student's choosing and an oral exam on this sample. Students should begin thinking about an appropriate intervention case beginning in their 2nd year. Students should consult their supervisors and mentors for assistance with identifying suitable cases for the intervention sample. Students must demonstrate competency in ethics and diversity on both the assessment and intervention parts of the Comprehensive Examination.

Competency in research methods is assessed through an essay exam. Students must demonstrate competency in research methods, including research ethics and diversity issues in research. The Comprehensive Examination Committee, consisting of at least one representative from each institution, constructs, administers, and scores the examination. Students have two attempts to pass all parts of the Comprehensive Examination. Each part of the exam (assessment, intervention, and research methods) is scored as pass or fail.

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

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

Pre-Doctoral Internship

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

- **Approved 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.

The Program discourages students from applying to unaccredited internships. Students are advised that if they are considering an unaccredited internship, they must discuss this with the advisor and the DCT. 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 six 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 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 attended an unaccredited internship. However, 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 DCT will contact the Internship Training Director (TD) to request the following materials for review:

- a. Internship Handbook
- b. Description of training activities/experiences, including mandatory and optional activities
- c. Any other materials related to training during the year.

This information will be reviewed by the Directors who determine the suitability of the internship site. 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 that the training experience is 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 psychologists 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 to the evaluation. The Program will request copies of the mid-year and final evaluation forms.

5. Demonstration of interns demonstrate 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:

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.

- **Requirements Prior to Application**

Prior to applying for internship, a student must have an approved dissertation proposal and pass the Comprehensive Examination.

- **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 the 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 will be available on SharePoint.

- **Expectations during Internship**

Grades for internship (*PSYC 890, ODU-Clinical Internship*) will be noted as "II" until the student satisfactorily completes the internship; the grades for each semester registered will then be changed to Pass/Fail accordingly. *Students should assume the responsibility for confirming this is done.* While on 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 student account via LeoOnline, and pay tuition (internship fee of \$200) on time, with a credit card. That is the surest way to see that it is done in a timely way, and therefore, avoid late fees and penalties. Tuition will be due in December and in May. Plan ahead.

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

Academic Advising and Student 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 at the mentor’s institution 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 interested in receiving additional mentoring/advising should contact the individual Program Director, faculty member, or supervisor to arrange a meeting to discuss mentoring opportunities.

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 (SoA) Profession Wide Competencies (PWCs).

The 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 presented to 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. Results of this review will be presented at the February, September, and June faculty meetings. Annual evaluation of each student's performance in the Program occurs each year in the Program (see [Appendix F](#) for annual evaluation form). For the annual evaluation, each year by May 15, students must upload a self-evaluation of their strengths and areas in need of further development, a current transcript, practicum evaluations, a summary of practicum hours, and an updated curriculum vitae (highlighting the activities and accomplishments for the past year) to their advisor for review in preparation for their annual evaluation. The advisor completes the evaluation of each student’s progress toward meeting APA’s PWCs after review of course instructor feedback, practicum evaluations, and assistantship feedback. This evaluation is presented to the faculty at large for review after the spring semester. After this review the advisor meets with the student to provide feedback and develop future training goals. If a student is not meeting expectation, a plan will be developed to strengthen these when possible (see 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 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 pass a section of the comprehensive examination: The student must retake that section. If a student does not pass this section on the 2nd attempt, the student will be recommended for termination (see Comprehensive Examination; Termination sections).
- Students who receive a rating of 1 (Does not meet expectations) on Annual Evaluations: These ratings will be reviewed to determine an appropriate course of action and a remediation plan may be developed (see Performance Review below).
- 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 psychotherapy, 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, laboratory, clinical training sites, and all other professional settings.
 - b. Students must effectively manage time to meet multiple responsibilities across multiple roles.
 - c. Students must be able to advocate for their own needs in professional settings without being directly or indirectly aggressive.

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 G](#)):

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](#)).
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 correcting the performance concern
 - b. Criteria for satisfactorily addressing the performance concern
 - c. A timeline for completion, and
 - d. Consequences for failing to satisfactorily address the performance concern.
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 designated 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 H](#)):

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, 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.

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 Director of Clinical Training of the Virginia Consortium.

Policy on Continuous Registration

Students must be continuously registered until all their degree requirements are completed. Continuous registration renews the student ID card and allows access to faculty services, institutional facilities, and other part-time privileges. Prior to internship the D9 (Advance to Candidacy Form) must be completed and filed with the Registrar. Students who complete internship but who have not defended their dissertation are considered ABD and must register for one credit hour of Dissertation. 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 the D4 (**FULL TIME NOTIFICATION**) when they have ABD status. 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 submitting the dissertation are detailed in the Dissertation Guide (see [Appendix B](#))

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

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](#)
- **EVMS:**
 - [EVMS Title IX](#)
 - [EVMS Diversity Inclusion](#)
 - [EVMS Anti-Harassment Policy](#)
 - [EVMS Equal Opportunity Policy](#)

Time Limit for Degree Completion

- **7-Year Time Limit**

Students must complete the degree requirements within 7 years. The Program's evaluates requests for an extension of the 7-year limit on a case-by-case basis. However, there are fundamental statements regarding extension that apply in all cases.

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

- **Extension Request**

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

Academic Honesty and Ethics

Students and faculty adhere to the codes of conduct at the three participating institutions:

- [ODU Student Conduct](#)
- [NSU Student Conduct](#)

- [ODU Faculty Code of Ethics](#)
- [NSU Employee Code of Ethics](#)
- [EVMS Code of Conduct for students and faculty](#)

Leave of Absence

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

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

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

Conflict Resolution and Grievance Procedures

- **Informal and Formal Procedures**

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

- [ODU grievance procedure](#)
- [EVMS grievance procedure](#)
- [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, who will resolve the problem following institutional guidelines. For problems that are of a more general and programmatic scope, the Department Chairs of the sponsoring institutions may be asked to meet to resolve these broader issues.

- **Problems with Research Mentors/Advisors**

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

- **Grade Appeal**

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

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

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.

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 he/she will have. Buddies continue as contacts throughout the Program.

- **Program-Supported Student Travel**

The Program may have funds to support student travel to present research at professional conferences. Requests for travel support will be accepted on a rolling basis. Students who are on internship may request travel support to present research that was conducted during their time in the program under the supervision of their mentor or other Consortium faculty member. 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 and with mentor approval should complete the student travel support request form that is available from Linda Forchas (for students with ODU mentors) or the Program Administrator (for students with NSU or EVMS mentors). 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. When purchasing airfare and hotel stays, do not ‘bundle’ your purchases.

Although available travel support may change based on state, department, or program

finances, it is anticipated that each student will be allowed \$1,000 to support conference travel. Students must be presenting at the conference to receive this support. Students must complete all travel request forms completely and turn in their materials for reimbursement in a timely fashion.

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

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

- **Financial Support**

The supporting institutions fund research and teaching assistantships and returning students who are making expected progress and are in good academic standing in the Program may continue to compete for them. 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 folder on SharePoint in the "Administrative" subfolder. Assistantship offers detail stipends, any tuition scholarships that are provided, and information about the professional service commitment. 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.

- **Advanced Training Clinical Stipends**

Advanced clinical training in the third (and possibly fourth) year may be supported by the training site itself rather than the Consortium institutions. Stipends may vary and support is not guaranteed to all students. Any clinical stipends received are considered toward the specified stipend amount in the award letter.

- **Tuition**

Current tuition rates are \$6,000 per calendar year (e.g., 3 semesters of \$2,000). As part of a funding package students may receive a partial or full tuition scholarship.

- **Home School**

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

- **Institutional Resources**

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

Students should also have e-mail accounts at all three institutions.

- **Additional Student Support Services**

Students have an expansive range of facilities and services available to them through the combined resources of the three institutions (though all three institutions may not have all). These include legal aid, [financial aid](#), health ([ODU](#), [NSU](#)), disability ([ODU](#), [NSU](#)), counseling (& [NSU Counseling Services](#), *although Consortium students who use these services are not eligible for practicum placements at these sites*), [multicultural](#), recreational ([ODU Physical Wellness](#), [NSU Physical Wellness](#), [EVMS 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.

Students also have access to the Offices of Educational Accessibility and Disability at the [three institutions: EVMS Student Disability Services; NSU Accessibility Services; ODU Office of Educational Accessibility](#).

Students are also assigned a mentor/advisor who can serve as a resource for assistance in accessing services. Each participating institution has a website that details student services that are offered. Some student support services, such as financial aid, are handled at one institution, ODU, as the home institution for the Consortium.

All students have the option of purchasing [graduate student health insurance](#) through Old Dominion University. Students who wish to seek mental health services are encouraged to contact their insurance provider for options and referrals.

Support services sponsored by any of the consorcial institutions are available to Consortium students. All graduate students are notified about these activities by email directly from the institutions and through emails forwarded by the DCT.

- **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.

[EVMS resources website](#) has some further information about student resources.

Maintenance of Student Records

All 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. Faculty can only access their own students' 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 may 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 encouraged to maintain documentation of degree requirements and to keep copies of all syllabi for future use. Students are encouraged to keep a final unofficial copy of their transcript for their records. The Program will maintain a final transcript for students and a summary of practicum hours for future verification as required by licensing boards or other agencies.

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, removal incomplete coursework, and compliance with the 7-year limit, and certifies that the candidate will have completed all Program requirements before graduation. Students can follow their progress meeting degree requirements by checking their status on DegreeWorks on LeoOnline (<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 the Program's exit survey.

- **Conferral, Graduation, Commencement**

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

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

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

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

In order to be eligible to march in the May ceremony students must defend the dissertation by March 30. 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), complete the ODU and VCP exit surveys, and resolves any outstanding issues/ obligations at any consortial institution (e.g., fines, I grades, etc.) he or she will be eligible to graduate in August. If the internship ends in August, a letter from the training director certifying completion of the internship prior the conferral date is required. If **all** the dissertation steps are completed by one week prior to degree conferral, and **internship concludes before degree conferral date (last Sunday in August)**, and the DCT gets that confirmation in writing, and the dissertation is filed with the Registrar's office one week prior to degree conferral, the degree can be conferred on 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, no incomplete grades.

Important Web Addresses

- [Program](#)
- [ODU Graduate Catalog](#)

APPENDIX A
SAMPLE SCHEDULES: EVEN/ODD YEARS

SAMPLE - Ph.D. CURRICULUM - STUDENTS ENTERING IN EVEN 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	
NSU	Intellectual Assessment	3	NSU	Cognitive Behavioral Therapy	3	Any	Elective or Advanced Stats	3	Any	Dissertation	3	Internship	4	
ODU	Analysis of Variance	4	NSU	Social & Multicultural Psychology (or Year 4)	3	Any	Research in Clinical Psych.	2	Any	Elective or Advanced Stats	3			
ODU	Psychopathology	3	Any	Research in Clinical Psychology*	3	EVMS	Consultation/Supervision	3	NSU	Clin. Practicum (8 or 20 hrs)	3 or 6			
NSU	Clinical & Ethical Practice	3	NSU	Clinical Practicum	3	NSU	Adv. Clinical Practicum (20 hrs)	6	NSU	Social & Multicultural Psychology (or Year 2)	3			
Any	Research in Clinical Psych.	2	Any	Elective or Advanced Stats	3			14			12/15			
		15			12									
SPRING			SPRING			SPRING			SPRING			SPRING		
ODU	Personality Assessment	3	ODU	Empirically-supported Therapies	3	ODU	Developmental*** or Elective	3	Any	Dissertation	3	Internship	4	
ODU	Regression/Correlational Design	4	Any	Research in Clinical Psychology**	3	ODU	Biol and Cog Aspects of Behavior	3	Any	Elective or Advanced Stats	3			
ODU	Research Methods	3	ODU	Developmental*** or Elective	3	Any	Research in Clinical Psych.	2	NSU	Clin. Practicum (8 or 20 hrs)	3 to	3 or 6		
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3	NSU	Adv. Clinical Practicum (20 hrs)	6				9/12		
		13	Any	Elective or Advanced Stats	3			11						
					15									
SUMMER			SUMMER			SUMMER			SUMMER			SUMMER		
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3	Any	Dissertation	3	Any	Dissertation/Psych 999	3	Internship	4	
Any	Research in Clinical Psych.	2	Any	Research in Clinical Psych.	2		Clinical practicum (optional)	3	NSU	History & Systems (or Year 2)	3			
NSU	History & Systems (or Year 3)	3			5	NSU	History & Systems (or Year 1)	3			3			
		8						3						
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 req. 10/1 prior to internship								
Courses offered in alternate years						Course Numbers Key			Practicum hours					
CPSY XXX	Biological and Cognitive Aspects of Behavior			CPSY 971 Consultation/Supervision			CPSY 896 Advanced Clinical Practicum			Students should have approx 1500 hrs before applying for internship.				
CPSY 635	Social & Multicultural Psychology			CPSY 705 History & Systems			CPSY 727 Analysis of Variance							
							CPSY 895 Clinical Practicum							
							CPSY 801 Empirically-supported Therapies			Note - blue highlight represent required hours				
							CPSY 700 Ethical and Clinical Practice			Total Credit Hours				
One intervention elective and one general elective are required. Sample options listed below						CPSY 632 Intellectual Assessment			Required Hours					
CPSY 846	Structural Equation Modeling			COUN64 Group Counseling and Psychotherapy			CPSY 890 Internship			Elective hours				
CPSY 845	Psychometric theory			COUN64 Addictive Disorders			CPSY 936 Personality Assessment			Total Hours for Degree				
CPSY 836	Multilevel Modeling			COUN65 Social and Cultural Issues			CPSY 661 Psychopathology							
CPSY XXX	Psychodynamic Therapy			COUN79 Interpersonal Therapy			CPSY 728 Regression/Correlational Design			Full time status information				
				*If MS at ODU, CPSY 698 Research			CPSY 713 Research Methods			Full-time status for fall and spring is 9 hours				
				**If MS at ODU, CPSY 699 Thesis			CPSY 912 Research in Clinical Psych - EVMS			Full-time status for summer is 6 hours				
				***CPSY 651 Developmental offered annually			CPSY 814 Research in Clinical Psych - NSU			Half time for fall spring is 4-5 hours				
							CPSY 883 Research in Clinical Psych - ODU			Half time for summer is 3 hours				
							CPSY 725 Cognitive Behavioral Therapy							

SAMPLE - Ph.D. CURRICULUM - STUDENTS ENTERING IN ODD 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
NSU	Intellectual Assessment	3	NSU	Cognitive Behavioral Therapy	3	NSU	Social & Multicultural Psychology	3	Any	Dissertation	3	Internship	4
ODU	Analysis of Variance	4	NSU	Clinical Practicum	3	Any	Elective or Advanced Stats	3	Any	Elective or Advanced Stats	3		
ODU	Psychopathology	3	Any	Research in Clinical Psychology*	3	Any	Research in Clinical Psych.	2	EVMS	Consultation/Supervision	3		
NSU	Clinical & Ethical Practice	3	Any	Elective or Advanced Stats	3	NSU	Adv. Clinical Practicum (20 hrs)	6	NSU	Clin. Practicum (8 or 20 hrs)	3 or 6		
Any	Research in Clinical Psych.	2			12			14			12/15		
		15											
	SPRING			SPRING			SPRING			SPRING		SPRING	
			ODU	Empirically-supported Therapies	3								
ODU	Personality Assessment	3	Any	Research in Clinical Psychology**	3	ODU	Developmental*** or Elective	3	Any	Dissertation	3	Internship	4
ODU	Regression/Correlational Design	4	ODU	Developmental*** or Elective	3	Any	Elective or Advanced Stats	3	Any	Elective or Advanced Stats	3		
ODU	Research Methods	3	NSU	Clinical Practicum	3	Any	Research in Clinical Psych.	2	NSU	Clin. Practicum (8 or 20 hrs)	3 or 6		
NSU	Clinical Practicum	3	ODU	Biol and Cog Aspects of Behavior (or Year 4)	3	NSU	Adv. Clinical Practicum (20 hrs)	6	ODU	Biol and Cog Aspects of Behavior (or Year 2)	3		
		13	Any	Elective or Advanced Stats	3			11			12/15		
					15								
							COMPS COMPLETED						
	SUMMER			SUMMER			SUMMER			SUMMER		SUMMER	
Any	Research in Clinical Psych.	2	Any	Research in Clinical Psych.	2	Any	Dissertation	3	Any	Dissertation/Psych 999	3	Internship	4
NSU	Clinical Practicum	3	NSU	Clinical Practicum	3		Clinical practicum (optional)	3	NSU	History & Systems (or Year 2)	3		
		5	NSU	History & Systems (or Year 4)	3			3			6		
					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 required by 10/1 year prior to Internship							
Courses offered in alternate years						Course Numbers Key			Practicum hours				
CPSY XXX	Biological and Cognitive Aspects of Behavior		CPSY 971 Consultation/Supervision			CPSY 896 Advanced Clinical Practicum			Students should have approx 1500 hrs before applying for internship.				
CPSY 633	Social & Multicultural Psychology		CPSY 705 History & Systems			CPSY 727 Analysis of Variance CPSY 895 Clinical Practicum							
Sample Electives						CPSY 801 Empirically-supported Therapies			Note - blue highlight represent required hours				
One intervention elective and one general elective are required. Sample options listed below						CPSY 700 Ethical and Clinical Practice			Total Credit Hours				
CPSY 846	Structural Equation Modeling		CDUN644	Group Counseling and Psychotherapy		CPSY 632 Intellectual Assessment			Required Hours				
CPSY 845	Psychometric theory		CDUN647	Addictive Disorders		CPSY 890 Internship			Elective hours				
CPSY 836	Multilevel Modeling		CDUN653	Social and Cultural Issues		CPSY 936 Personality Assessment			Total Hours for Degree				
CPSY XXX	Psychodynamic Therapy		CDUN791	Interpersonal Therapy		CPSY 661 Psychopathology							
						CPSY 728 Regression/Correlational Design			Full time status information				
						CPSY 713 Research Methods			Full-time status for fall and spring is 9 hours				
						CPSY 912 Research in Clinical Psych - EVMS			Full-time status for summer is 6 hours				
						CPSY 814 Research in Clinical Psych - NSU			Half time for fall spring is 4-3 hours				
						CPSY 883 Research in Clinical Psych - ODU			Half time for summer is 3 hours				
						CPSY 725 Cognitive Behavioral Therapy							

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.

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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. Schedule 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 second semester of three dissertation credits, 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 final two semesters of three dissertation credits, 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 Registrar’s office at ODU will change the “In Progress” grades to “Pass” or “Fail.”**

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 may not 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 her or his chair. At the time of the proposal, at least three full-time Virginia Consortium Program (VCP) faculty members representing the two consortial institutions, comprise the dissertation committee. 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 dissertation committees. Other non-full-time VCP doctoral psychologists or qualified professionals with clinical or research expertise in the topical area may be nominated by the dissertation chair to serve on a dissertation committee. These individuals may not chair a dissertation committee and cannot serve as one of the three full-time faculty committee members. 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, non-full-time faculty 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 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 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 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 INSTITUTIONAL 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*. Students 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 included 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/graduateschool/resources/thesis-dissertation-guide>

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 in Appendix I.

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 two weeks prior to its occurrence.** The announcement (available in SharePoint) is distributed as a memo **from the dissertation committee chair** via the Program Office to the Graduate Officer Designate, institutional graduate officers, psychology faculty members in the consortial institutions, students and other members of the Virginia Consortium community.

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, which is preferred. 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. EVMS and NSU will be able to access Virginia Consortium students' dissertations 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 (currently crodriguez@odu.edu) 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/content/dam/odu/offices/graduate-studies/thesis-dissertation/docs/thesis_dissertation_guide.pdf

3. The Graduate School will acknowledge receipt of the dissertation and then will begin review. This review may take up to 4 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:

<https://secure.etsdadmin.com/docs/odu/ETDStudentSubmission2018-04-04rev.pdf> and

<https://www.etsdadmin.com/cgi-bin/school?siteId=715>

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 Program Requirements Checklist on SharePoint.

ENROLLMENT IN ONE (1) DISSERTATION CREDIT

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 part-time privileges. The D9 form (Advance to Candidacy form) must be filed prior to internship. 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.

No bold on this page. Exception: title is bold if major headings are bold.

No page number appears (understood to be i).

Use all capital letters for the title, centered. Double space if more than one line. No period appears at the end of the title.

ANIMAL IMAGERY IN THE COMIC WORKS OF
RICHARD B. SHERIDAN AND WILLIAM CONGREVE

Name should appear in upper and lower-case letters, must be

by

If the degree was awarded in a country other than the U.S., designate the university and country all on one

the same as in official records of the

Jane Ann Doe

line as follows:
B.A. August 2003,

University, and should be consistent throughout the document.

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

University of Pune, India

These lines designate: degrees held, dates conferred, and Institutions. List each degree on a separate line.

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

Capitalize words in this line exactly as indicated, and use single spacing.

Degree is in all capital letters. Full name of the degree is to be used; check catalog for correct wording

DOCTOR OF PHILOSOPHY

Full name of degree should be used and

CLINICAL PSYCHOLOGY

of degree. Use 1 double space before

must match the degree listed in the University Catalog. Use all capital letters. Use 1 double space before and after this line.

VIRGINIA CONSORTIUM PROGRAM IN CLINICAL PSYCHOLOGY
May 2015

and after the degree.

Write out the month of graduation (May, August, or December). Only the first letter of the month should be capitalized. Do not use a comma between month and year.

Names do not include Dr., Prof., or Ph.D. title. Use 1 double space after each line.

Approved by:

John T. Jones (Director)

If there is a co-director, put Co-Director of Committee (instead of Director) under both co-directors' names.

Anne Dailey (Member)

David R. Smith (Member)

The title page lists committee members but no longer includes signatures.

William Coza (Member)

Spacing must match this sample page.

Clinical Training/Practicum					
Course	Site	Supervisor	Cr. Hrs	Sem.	Grade (P/F)
CPSY 895 Practicum 2			3		
CPSY 895 Practicum 3			3		
CPSY 895 Practicum 4			3		
CPSY 895 Practicum 5			3		
CPSY 895 Practicum 6			3		
CPSY 896 Practicum 7 Advanced			6		
CPSY 896 Practicum 8 Advanced			6		
CPSY XXX Practicum					
CPSY XXX Practicum					
CPSY XXX Practicum					

Research Requirements					
CPSY 883 (ODU) or CPSY 814 (NSU) Research in Clinical Psychology		3 credits each semester expected except in semester when Research Methods is taken or if PSYC 698/699 Thesis are taken.			
IF COMPLETING FOUNDATIONAL RESEARCH PROJECT					
Course	Cr. Hrs	Sem.	Mentor	Grade (P/F)	
Res. In Clin. Psych (fall 2 nd year)	3				
Res. In Clin. Psych (spring 2 nd year)	3				
Rubric Completed by Mentor		Date:			
Rubric Completed by 2 nd Reader		Date:			
OR IF COMPLETING M.S. THESIS					
Course	Cr. Hrs	Sem.	Mentor	Grade (P/F)	
PSYC 689 Research (fall 2 nd year)	3				
PSYC 699 Thesis (spring 2 nd year)	3				
Thesis Proposal Meeting		Date:			
Thesis Defense		Date:			
Thesis Turned into Registrar		Date:			
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.	Mentor	Grade (P/F)	
CPSY 894 (ODU) or CPSY 899 Dissertation (NSU)	3				
CPSY 894 (ODU) or CPSY 899 Dissertation (NSU)	3				
CPSY 894 (ODU) or CPSY 899 Dissertation (NSU)	3				
CPSY 894 (ODU) or CPSY 899 Dissertation (NSU)	3				
Dissertation Proposal (Must complete by 10/1 for internship eligibility)		Date:			
Dissertation Defense		Date:			
Dissertation Turned in to Registrar		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			
PSYC 890 Internship			
PSYC 890 Internship			

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

Discipline Specific	Program Requirement MLA Knowledge	
History and Systems of Psychology	CPSY 705: History and Systems	Course grade of B- or better
Affective Aspects of Behavior	Course assignment in History and Systems	B- or better on assignment
	Course assignment in Psychopathology	B- or better on assignment
Biological Aspects of Behavior	Exam on biological content of CPSY 961: Biological and Cognitive Aspects of Behavior	B- or better on exam
Cognitive Aspects of Behavior	Exam on cognitive content of CPSY 961: Biological and Cognitive Aspects of Behavior	B- or better on exam
Developmental Aspects of Behavior	PSYC 651: Developmental Psychology	Course grade of B- or better
Social Aspects of Behavior	Exam on social content of CPSY 635: Social & Multicultural Psychology	B- or better on exam
Research Methods	PSYC 713: Research Methods	Course grade of B- or better
Statistical Analyses	PSYC 727: Analysis of Variance and Experimental Design	Course grade of B- or better
	PSYC 728: Regression and Correlational Design	Course grade of B- or better
Psychometrics	CPSY 632: Intellectual Assessment	Course grade of B- or better
	CPSY 936: Personality Assessment	Course grade 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 paper assignment

Profession Wide	Program Requirement MLA Competency	
Research	PSYC 713: Research Methods	Course grade of B- or better
	Foundational Research Project (FRP) or MS thesis	Pass for FRP or MS Thesis
	Research Day presentation	Pass for 80% of faculty ratings of presentation
	Research essay on Comprehensive Exam	Pass
	Dissertation defense	Pass on oral exam
	Dissertation document	Pass from dissertation committee
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Ethical and Legal Standards	PSYC 700: Clinical and Ethical Practice	Course grade of B- or better
	Ethics elements on Comprehensive Exam	Pass on all ethics items in Comps rubric
	Ethics ratings in Practica	3 or better on all 3 ethics items on Practicum Student Evaluations
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Individual and Cultural Diversity	CPSY 635: Social and Multicultural Psychology	Course grade of B- or better
	Diversity ratings on Comps	Pass on all diversity items in Comps rubric
	Diversity ratings Practica	3 or better on all 4 diversity items on Practicum Student Evaluations

	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Professional Values, Attitudes, and Behaviors	Ratings in Practica	3 or better on all of relevant items on Practicum Student Evaluations
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Communication and Interpersonal Skills	Ratings in Practica	3 or better on all communication items on Practicum Student Evaluations
	Research Day presentation	Pass for 80% of faculty ratings of presentation
	Dissertation proposal	Pass from dissertation committee
	Dissertation defense	Pass on oral exam
	Dissertation document	Pass from dissertation committee
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Assessment	PSYC 661: Psychopathology	Course grade of B- or better
	CPSY 632: Intellectual Assessment	Course grade of B- or better
	CPSY 936: Personality Assessment	Course grade of B- or better
	Ratings in Practica	3 or better on all assessment items on Practicum Student Evaluations
	Assessment portion of	Pass

	Comprehensive Exam	Pass
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Intervention	CPSY 940: Cognitive Behavioral Therapy	Course grade of B- or better
	PSYC 801: Empirically Supported Therapies	Course grade of B- or better
	Ratings in Practica	3 or better on all intervention items on the Practicum Student Evaluations
	Assessment portion of Comprehensive Exam	Pass
	Faculty mentor evaluation in final year of residency	3 on annual evaluation (Meets PWC)
Supervision	CPSY 971: Consultation and Supervision	B- or better on supervision content of course
	Peer Supervision Assessment ratings	Average of 3 on Peer Supervision Assessment
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)
Consultation	CPSY 971: Consultation and Supervision	B- or better on consultation content of course
	Rating in Practica	3 or better on consultation/interprofessional/interdisciplinary item on Practicum Student Evaluations
	Faculty mentor evaluation in final year of residency	4 on annual evaluation (Meets PWC)

APPENDIX E

Research Expectations

(SharePoint link, VCP students only)

Year 1 Research Expectations/Goals Instructions:

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

√	Activity
	Meet with Research Mentor
	Begin formulating ideas for Foundational Research Project (FRP) or MS thesis; student and Research Mentor decide on a plan for FRP or MS thesis. For students with vetted MS thesis (apply by October 1), student and research mentor develop plan for student’s research experience in first two years.
	Research Mentor and Student develop goals and timeline for appropriate research activities for the year.

List Research Goals here by (10/15):

Mark chosen plan:

MS Thesis
 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:

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

Year 3 Research Expectations/Goals

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

√	Activity
	Complete FRP or MS thesis by October 1 . Failure to meet this deadline will lead to a one year postponement of Comprehensive Exams.
	Continue any ongoing research projects (aside from thesis or FRP)
	Present at VCP Research day (at least one Research Day presentation during program attendance is required)
	Prepare dissertation proposal: develop idea, review literature, decide on methodology and measures
	Continue with dissertation into Year 4-5

List Research Goals here:

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

Year 4 Research Expectations/Goals

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

√	Activity
	Present at VCP Research Day (if applicable)
	Final draft of dissertation proposal, approved by Research Mentor, must be submitted to committee by August 31 . Dissertation proposal must be defended and any changes to methodology approved by October 1 to be eligible to apply for internship.
	Dissertation data collection and analysis
	Dissertation completed and defended
	Continue any ongoing research projects (aside from dissertation)

List Research Goals Here:

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

Year 5 Research Expectations/Goals

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

√	Activity
	Present at VCP Research Day (if applicable)
	Final draft of dissertation proposal, approved by Research Mentor, must be submitted to committee by August 31 . Dissertation proposal must be defended and any changes to methodology approved by October 1 to be eligible to apply for internship.
	Dissertation data collection and analysis
	Dissertation completed and defended
	Continue any ongoing research projects (aside from dissertation)

List Research Goals Here:

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

Annual Evaluation Form

Student Name	Advisor Name
<p>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.</p> <p>When rating Improvement Needed, please provide additional information for the Program to develop a remediation plan.</p> <p>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.</p> <p style="text-align: center;">Rating Scale: 1= Improvement Needed; 2=Meets Expectation for Program Year; 3=Exceeds Expectations for Program Year; 4=Meets Profession Wide Competencies; N/A= Not Applicable for this evaluation</p>	

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=Meets Profession Wide Competencies; N/A= Not Applicable for this evaluation

II. Ethical and legal standards		Mid-Yr	Year 1	Year 2	Year 3	Year 4	Year 5
		1					
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							
<p>Rating Scale: 1= Improvement Needed; 2=Meets Expectation for Program Year; 3=Exceeds Expectations for Program Year; 4=Meets Profession Wide Competencies; N/A= Not Applicable for this evaluation</p>							
III. Individual and cultural diversity		Mid-Yr	Year 1	Year 2	Year 3	Year 4	Year 5
		1					
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;							

<p>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.</p>						
<p>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.</p>						
Comments Mid-Yr 1						
Comments Year 1						
Comments Year 2						
Comments Year 3						
Comments Year 4						
Comments Year 5						
<p>Rating Scale: 1= Improvement Needed; 2=Meets Expectation for Program Year; 3=Exceeds Expectations for Program Year; 4=Meets Profession Wide Competencies; N/A= Not Applicable for this evaluation</p>						
IV. Professional values and attitudes	Mid-Yr 1	Year 1	Year 2	Year 3	Year 4	Year 5
<p>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.</p>						
<p>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.</p>						
<p>3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.</p>						
<p>4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</p>						

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=Meets Profession Wide Competencies; N/A= Not Applicable for this evaluation

V. Communication and interpersonal skills	Mid-Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	1					
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=Meets Profession Wide Competencies; N/A= Not Applicable for this evaluation

VI. Assessment:	Mid-Yr	Year 1	Year 2	Year 3	Year 4	Year 5
	1					
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.						
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=Meets Profession Wide Competencies; 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.						
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=Meets Profession Wide Competencies; 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=Meets Profession Wide Competencies; 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												
Annual Narrative Summary (brief summary of strengths and areas in need of development)												
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												

Appendix G Remediation Plan

If the Directors determine that 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 H

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.