

STUDENT HANDBOOK

2011-2012

UNIVERSITY OF VIRGINIA

CURRY PROGRAMS IN CLINICAL AND SCHOOL PSYCHOLOGY

**417 EMMET STREET
POST OFFICE BOX 400270
CHARLOTTESVILLE, VA 22904-4270
(434) 924-7472**

The Curry Programs in Clinical and School Psychology is a fully accredited program in clinical psychology by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002. Telephone (202) 336-5979. The Clinical School track also is approved as a school psychology program by the National Association of School Psychologists.

Revised August 2011

Table of Contents

INTRODUCTION	1
ACADEMIC CALENDAR, 2011-2012	1
USEFUL INFORMATION	2
TIMELINE—MILESTONES AND IMPORTANT DATES.....	3
CURRICULUM AND RELATED EXPERIENCES.....	8
<i>Coursework</i>	<i>8</i>
<i>Typical Registration</i>	<i>11</i>
<i>Sample Student Program—General Clinical Track.....</i>	<i>12</i>
<i>Sample Student Program—Clinical School Psychology Track</i>	<i>13</i>
<i>Consultation Training Sequence</i>	<i>14</i>
<i>Independent Study</i>	<i>15</i>
<i>Enrollment Policy</i>	<i>15</i>
Length of Enrollment	15
Summer Enrollment	15
Continuous Enrollment	15
Number of Credit Hours.....	15
Fifth Year and Beyond	15
Nonresident Student Status	15
<i>Teaching Opportunities.....</i>	<i>16</i>
<i>Independent Requirements.....</i>	<i>16</i>
<i>Advanced Standing.....</i>	<i>16</i>
<i>Master’s Comprehensive Examination</i>	<i>16</i>
<i>The Doctoral Comprehensive Examination.....</i>	<i>17</i>
<i>Doctoral Degree</i>	<i>18</i>
<i>Portfolio</i>	<i>18</i>
CLINICAL EXPERIENCE	19
<i>Clinical Training.....</i>	<i>19</i>
First-year Clinical Experience.....	19
Second-year Clinical Experience (Center for Clinical Psychology Services)	19
Third- and Fourth-year Clinical Experience	19
Group Experience within the Practicum Sequence	20
HIPAA Training.....	20
<i>Clinical Psychology Internship.....</i>	<i>20</i>
<i>File Check-Out Prior to Departure for Internship</i>	<i>21</i>
<i>Clinical Logs</i>	<i>22</i>
Directions for Completing Clinical Logs on Time2Track	22

RESEARCH EXPERIENCE	25
<i>Predissertation Research Project</i>	<i>25</i>
Proposal	25
Completion of Predissertation Project	25
<i>The Doctoral Dissertation</i>	<i>26</i>
Dissertation Committee	26
Dissertation Enrollment	27
Preparation for Proposal Defense	27
Proposal Defense	27
Dissertation Execution	28
Doctoral Dissertation Final Defense	28
Publication of Dissertation and Related Articles	30
<i>Quantitative and Qualitative Research Competency Standard</i>	<i>31</i>
<i>Research Logs</i>	<i>31</i>
<i>Participation in Research Presentations</i>	<i>31</i>
PERFORMANCE STANDARDS	33
<i>Ethical Standards</i>	<i>33</i>
<i>Continuity of Clinical and Research Experience</i>	<i>33</i>
<i>Academic and Clinical Performance</i>	<i>33</i>
<i>Student Behavior</i>	<i>33</i>
<i>Probation</i>	<i>33</i>
<i>Outside Work and Volunteer Activities</i>	<i>34</i>
<i>Research or Clinical Activity with Collaborating Faculty or Agencies</i>	<i>34</i>
STUDENT-FACULTY INTERACTIONS	35
<i>Faculty Advisors</i>	<i>35</i>
Assignment of Academic Advisor	35
Change of Advisor	35
Resolution of Problems	35
Research Activities with Advisor	35
Policy Regarding Student Placement in Advisor Lab	35
<i>Annual Review/Advisor-Student Feedback Sessions</i>	<i>36</i>
<i>Faculty Availability in the Summer</i>	<i>36</i>
<i>Student Responses to Faculty Requests</i>	<i>36</i>
<i>Student Records</i>	<i>37</i>
<i>University Career Services</i>	<i>37</i>
<i>Student Association</i>	<i>37</i>
<i>Conflict Resolution</i>	<i>38</i>
<i>Grievance Policies</i>	<i>38</i>
FINANCIAL AID	40
<i>Application Process</i>	<i>40</i>

<i>Need-based Support</i>	40
<i>Summer Support</i>	40
<i>Length of Possible Support</i>	40
<i>Student Wage Duties</i>	40
<i>Registration Requirements</i>	40
<i>State Residency</i>	40
<i>Sources of Funding for Financial Aid</i>	41
<i>Payment for Clinical or Research Activities Beyond Usual Load</i>	41
CLINICAL-SCHOOL PSYCHOLOGY ADDITIONAL COURSEWORK AND POLICIES	42
<i>Matriculation</i>	42
<i>Course Requirements</i>	42
<i>Additional Expectations</i>	43
<i>Internship</i>	43
<i>Other School Psychology Program Requirements</i>	44

Appendix of Forms

INTRODUCTION

All policies and regulations in this handbook are designed to guide and direct students' progress through the program. Every reasonable effort will be made to avoid major changes in these requirements so that the student may plan and carry out the program of study with minimum difficulty. However, the faculty reserves the right to make alterations to program requirements and examinations in response to APA and NASP accreditation policies or requirements, state licensing requirements, university policy or other university requirements, or changes in training resources or capabilities of the Curry Programs in Clinical and School Psychology.

Changes may alter program requirements not only for new students, but also for students currently enrolled. In the event of any major change in program requirements, students will be given the opportunity to provide feedback on the proposed change and will be given formal notification well in advance of any such change.

Please note that if you are an entering student with a master's degree, you will need to adjust your schedule accordingly.

Students should read this manual and become familiar with its provisions, as well as the provisions in the Graduate Record regarding the Curry School of Education. Students are responsible for completing all applications and meeting all deadlines specified by this handbook. Please sign the statement on the last page of this handbook and submit it to the program administrative assistant in Room 212; this will become part of your permanent file.

ACADEMIC CALENDAR, 2011-2012

www.virginia.edu/registrar

Fall 2011

Curry School Orientation	Friday, August 19
Program Completion Celebration	Sunday, August 21
Clinical Psychology Orientation	Monday, August 22
Classes begin	Tuesday, August 23
Reading days	Saturday, October 8 - Tuesday, October 11
Thanksgiving recess	Wednesday, November 23 - Sunday, November 27
Classes end	Tuesday, December 6
Reading Day	Wednesday, December 7
Exams	December 8 - 16

Spring 2012

Classes begin	Wednesday, January 18
Interview days for new applicants	Friday, February 17 & Friday, February 24
Spring recess	Saturday, March 3 - Sunday, March 11
Spring banquet	Saturday, April 28
Classes end	Tuesday, May 1
Reading Day	Tuesday, May 2
Exams	Thursday, May 3 - Friday, May 11

USEFUL INFORMATION

Curry Programs in Clinical and School Psychology

P.O. Box 400270, Charlottesville, VA 22904-4270 (for regular mail)

417 Emmet Street, Charlottesville, VA 22904-4270 (for UPS, FedEx, etc.)

<http://curry.virginia.edu/academics/areas-of-study/clinical-school-psychology>

All e-mail addresses end in @virginia.edu

Thomas, Vickie (Program Administrative Assistant)	4-7472	Bavaro 212	vthomas
Renfroe, Lynn (Department Administrative Assistant)	4-6254	Bavaro 212	ldr9t

Center for Clinical Psychology Services

Wright, Jaber (Center Secretary)	4-7034	SJC B001	hjlw4a
Mehring, Ryan (Receptionist/AV Specialist)	4-7034	SJC B001	rm5ee
Carpenter, Patty (Center Manager)	4-1406	SJC B061	phc2r
Bellah, Mary Beth (Clinical Administrator)	4-0806	SJC B010	mb4q

Faculty

Blodgett, Julia	4-0916	SJC B061	jab2h
Lawrence, Winx	4-7034	Bavaro 223	ecl2t
Locke-Downer, Lisa	4-0796	SJC B022	lml7r
Loper, Ann	4-0807	Bavaro 229	abl2x
Reeve, Ronald, Director	4-0790	Bavaro 207	rer5r
Sheras, Peter	4-0795	Bavaro 212E	pls
Thomas, Antoinette	4-6958	SJC B012	art8u
Tolan, Patrick	3-9551	Ruffner 220	phf6t

Dean's Office

Admissions & Student Affairs	4-3334	Bavaro 106	
Sprouse, Sheilah	4-0740	Bavaro 106	sgs9w

University

University Operator (from inside)	0		
University Operator (from outside)	924-0311		
Student Information System (SIS)	3-2109	www.virginia.edu/sis/	
SIS Help Line	4-4357		
ITC Help Desk	4-3731		
Registrar	4-4122	www.virginia.edu/registrar	
Student Financial Services	2-6000		
Summer Session Office	4-3371	www.virginia.edu/~summer/	

TIMELINE—MILESTONES AND IMPORTANT DATES

First Year

Summer	Study APA <i>Publication Manual</i> (5 th Edition) and workbook
Summer or early fall	Students with relevant prior graduate work may petition faculty to transfer credits.
August 19 and 22	Orientation meetings.
August 24	Students indicate if they wish to pursue the clinical-school psychology track.
August 24	Classes begin.
August 24	Desk duty begins and continues for one calendar year.
September	Start Record of Progress and clinical and research logs.
September	Consult with advisor regarding predissertation project and devise timetable.
Early fall	Complete HIPAA online training as outlined in correspondence from Center manager.
December 1	Clinical and research logs must be current as of November 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
December 15	Turn in workbook for APA style manual.
January	Complete student review form (see Appendix or website).
Mid January	Begin first-year practicum in area school.
February 1	Deadline for master's degree graduation application (must have completed or registered for 30 credit hours). Check website for forms/instructions.
March 1	Deadline for acquiring second reader for predissertation.
March 31	UVa and FAFSA financial aid applications due.
April 1	Predissertation proposal deadline—when approved, faculty sign Record of Progress for master's comprehensive examination.
May 1	Clinical and research logs must be current as of April 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
Latter part of spring semester or summer	Register for summer classes. Register for fall classes.

Second Year

July 1	Center for Clinical Psychology Services (CCPS) practica begins.
July-August	Required summer classes and clinical site visits (schedule to be determined).
August 1	Clinical and research logs must be current as of July 1 and on file in the program office in order to avoid receiving a lowered grade for practicum.
September-June	Coursework, completion of predissertation, CCPS practicum.
December 1	Clinical and research logs must be current as of November 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
January	Complete student review form (see Appendix or website).
March 31	UVa and FAFSA financial aid applications due.
May 1	Clinical and research logs must be current as of April 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
June 30	End of CCPS practica.
July 1	Predissertation article submitted for publication (probation if deadline not met).

Third Year

July-September	Begin third-year practicum (start dates vary according to site)
August 1	Clinical and research logs must be current as of July 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
Fall	Meet with faculty to discuss comprehensive examination.
December 1	Clinical and research logs must be current as of November 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
January	Complete student review form (see Appendix or website).
Early January	Comprehensive examination.
Spring	Establish dissertation committee and chair.
March 31	UVa and FAFSA financial aid applications due.
May 1	Clinical and research logs must be current as of April 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.

Fourth Year—See also “Important Dates for Dissertation Defense and Ph.D. Graduation” and “Important Dates for Internship”

July-September	Begin fourth-year practicum (start dates vary according to site).
August 1	Clinical and research logs must be current as of July 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
2 weeks prior to dissertation proposal defense	Give program administrative assistant (1) title of dissertation and (2) notice of intended date, time, and place of defense.
October 15	Deadline for dissertation proposal defense. Students who do not successfully defend by this time are placed on probation and are not allowed to apply for internship. Be sure to bring Record of Progress to defense.
October 15	Approval to apply for internship.
October-November	Applications sent to internship sites
December 1	Clinical and research logs must be current as of November 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
December/January	Internship interviews. Complete student review form (see Appendix or website).
2 nd week in February	Phase I - Deadline for internship rank-order submission.
4 th week in February	Phase I - Applicants learn where they have matched.
4 th week in March	Phase II - Deadline for internship rank-order submission.
5 th week in March	Phase II - Applicants learn where they have matched.
March 31	UVa and FAFSA financial aid applications due.
May 1	Clinical and research logs must be current as of April 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
Late May	File intent to enroll in summer session in order to use ISIS by phone.
June 1	Preferred date by which dissertation is defended.
Prior to departure	File check-out with Center Manager for all Center clients.
August 30	All coursework must be completed.

Fifth Year—See also “Important Dates for Dissertation Defense and Ph.D. Graduation” and “Important Dates for Internship”

July-September	Begin internship (start dates vary according to site). Register for 12 hrs for each semester of internship. Before and during semester of final defense: 12 hrs dissertation. After successful final defense: 12 hrs continuing enrollment (contact Sheilah Sprouse for assistance).
----------------	--

Important Dates for Dissertation Defense and Ph. D. Graduation

Dissertation registration	Be sure you are registered for dissertation credit in semester in which you plan to graduate.
6-10 weeks prior to final defense	Schedule final defense with committee members. Reserve room for two hours (Rotunda reservations: Leslie Comstock-Tirrell 4-1019).
6-10 weeks prior to defense	Acquire copy of doctoral dissertation guidelines published by the Curry School, which summarizes formal procedures. May be downloaded from the Curry website at http://curry.edschool.virginia.edu/curry/admiss/pdf/
2 weeks prior to final defense	Final copy of dissertation to each committee member. <i>Unless otherwise indicated by a committee member, this must be a hard copy.</i>
2 weeks prior to final defense	Give Sheilah Sprouse (Bavaro 106): <ul style="list-style-type: none"> • Title of dissertation • Intended date, time, and place of defense • Names of committee members and chair • Brief abstract of dissertation <p><i>This is a university requirement. Failure to do so can result in having to reschedule your defense and a later graduation date.</i></p> <p>Give program administrative assistant:</p> <ul style="list-style-type: none"> • Title of dissertation • Intended date, time, and place of defense <p><i>Consult Curry School dissertation guidelines for more details.</i></p>
Day of Defense	Bring Record of Progress and two copies of signature page. Good luck!
One year after defense	If dissertation has not been submitted for publication, the dissertation chair or co-chair may elect to write up and submit results (see page 33).
June 1	Deadline for Ph.D. degree application (August graduation).
June 1	Deadline to apply for graduation. Download form at http://curry.edschool.virginia.edu/files/eddphddegreeapp.pdf and send to Sheila Sprouse in the Dean's Office.
July 1	Deadline for final defense (August graduation).
July 1	Completed signed dissertation & other required materials to Sheilah Sprouse (August graduation). Give program administrative assistant a copy of your Record of Progress.
NOTE	It is University policy that you must be continuously registered until your graduate. If you complete your dissertation by the end of May (and completed the spring semester of your internship), and therefore plan to graduate in August, you only need to remit a "Non-Resident Fee" for the summer (usually around \$150). If you do not graduate in August, be sure to keep your registration current, and be sure that you are registered for dissertation credit in the semester in which you finally defend.

Important Dates for Clinical Psychology Internship

Application Year	
July	Peter and Vickie meet with internship applicants to explain all aspects of the application process, especially the APPIC application and how to prepare data files for recommendation letters.
October	Peter meets individually with applicants to discuss special needs and issues, review CV and application materials, advise as to appropriate internship sites, and answer questions.
Four weeks prior to first application deadline	Students request recommendation letters and provide letter-writers with CV and other relevant materials.
October 15	Give Peter the list of internships for which you plan to apply.
December	Students meet with Peter regarding choices and interviews.
January	Students meet with Peter to determine rankings.
2 nd week in February	Phase I - Deadline for internship rank-order submission.
4 th week in February	Phase I - Applicants learn where they have matched.
4 th week in March	Phase II - Deadline for internship rank-order submission.
5 th week in March	Phase II - Applicants learn where they have matched.
May	Peter and Vickie meet with outgoing interns to explain requirements and expectations. Students are given a checklist of important dates and deadlines, as outlined below.
Internship Year	
September 15	Deadline for getting all contact information to Vickie
December 1	Clinical logs must be current as of November 1 and on file in program office, and on Time2Track or student will receive an incomplete for internship.
January 15	Midyear evaluation due from supervisor. Internship site evaluation due from intern.
May 1	Logs must be current as of April 1 and on file in program office, and in Time2Track or student will receive an incomplete for internship. Students receiving an incomplete will not be eligible for graduation in May.
June 1	Deadline to apply for graduation. Download form at http://curry.edschool.virginia.edu/files/eddphddegreeapp.pdf and send to Sheila Sprouse in the Admissions Office.
July 1	Deadline for final defense, in order to graduate in August.
August 1 or end of internship	Logs must be current as of July 1 or end of internship, whichever comes first, and on file in the program office, and in Time2Track or (enrolled) students will receive an incomplete for internship. Any enrolled student receiving an incomplete will not be eligible for graduation in August.
End of internship	Final evaluation due from supervisor.

CURRICULUM AND RELATED EXPERIENCES

The Curry Programs in Clinical and School Psychology is accredited by the American Psychological Association in clinical psychology. Students select one of two tracks for professional training. A clinical-school track integrates core training in clinical psychology with specialized coursework and experiences relevant to school settings; this sequence leads to licensure/certification in both clinical and school psychology. This sequence is approved by the National Association of School Psychologists, as well as APA. Students may alternately elect our general clinical track that provides core training in clinical psychology but does not require specific school-related training. We subscribe to a scientist-practitioner model of training, and emphasize a strong scientific grounding in academic psychology and high standards of competence as mental health practitioners. We achieve this goal by closely integrating the complementary domains of academic psychology and applied practice throughout the course of graduate studies.

Coursework

The Curry Programs in Clinical and School Psychology combines required courses with recommended courses and other structured experiences, such as a predissertation research project and the doctoral dissertation, to ensure that all students receive a thorough grounding in the scientific bases of the profession. A minimum of 90 credit hours are required, not counting internship and dissertation credits.

Listed below are the courses that fulfill American Psychological Association (APA) requirements in each of the major groupings of the basic science of psychology, as well as a list of electives frequently taken by our students. Students who pursue the clinical-school psychology track must complete all of the requirements for the general clinical psychology track, as well as additional coursework and experience germane to school settings. When options are listed, students may choose among them, in consultation with their advisors; other options may also be available. If a student wishes to substitute a course not listed below, she or he must request approval in writing from the faculty prior to enrolling in the course. Students wishing to receive credit in a basic science category for graduate coursework completed at another university must petition the faculty for approval, attaching a copy of the course syllabus, catalog description, or other documentation of the nature and content of the course.

In some cases, one course may satisfy requirements for more than one area. Requests for approval of such cases must be made in writing prior to enrolling in the course. The request should be submitted to the student's advisor for initial review and then placed on the agenda of a program faculty meeting. The faculty's decision will be communicated to the student in writing and placed in the student's folder.

Research design and methodology, statistics, and measurement (four courses required; two typical sequences below):

SEQUENCE

EDLF 7300 —Foundations of Educational Research (all Curry doctoral students)

EDLF 8300—Inferential Statistics and Design: Stat II

EDLF 8310—Correlation and Regression Analysis: Stat III

EDLF 8350—Statistics IV (*or alternate advanced statistics course*)

Additional advanced statistics class. Options:

- EDLF 8340—Measurement Theory
- EDLF 7404—Qualitative Analysis
- EDLF 8360—Structural Equation Modeling (seminar in Advanced Statistics)
- EDLF 8440—Advanced Qualitative Analysis
- EDLF 7402—Program Evaluation Design
- PSYC 7460—Research Methods in Clinical Psychology
- PSYC 7760—Applied Multivariate Methods

This requirement may also be filled by another advanced class in design and methodology, statistics, and measurement with permission from advisor and faculty.

Biological Bases of Behavior:

- GNUR 6251—Biological Basis of Mental Health and Mental Illness

Cognitive-affective Bases of Behavior:

- EDHS 9763—Theories of Behavior and Cognition

Social Bases of Behavior (one course required):

- EDHS 8500—Social Ecology
- PSYC 7480—Community Psychology and Prevention Science I: Research and Consultation
- PSYC 7490—Community Psychology and Prevention Science II: Intervention and Research in Social Systems
- PSYC 7600—Social Psychology
- PSYC 8050—Public Policy, Children, and Families
- PSYC 8600—Mental Health, Law, and Children

Individual behavior (two courses required):

Required:

- EDHS 7680—Psychopathology

Developmental (one required):

- EDLF 8160—Advanced Child Development
- EDLF 7210—Adolescent Development
- EDLF 8260—Social Development in Context
- PSYC 8650—Social and Personality Development
- PSYC 8480—Social Ecology and Development

Clinical Core (all courses required):

- EDHS 5500—Selected Topics: Issues in Clinical and School Psychology
- EDHS 7630—Professional Issues
- EDHS 7640—Cognitive Assessment
- EDHS 8640—Advanced Psychotherapy
- EDHS 8660—Personality Assessment I
- EDHS 8670—Personality Assessment II
- EDHS 8730—Family Therapy
- EDHS 8750—Psychological Interventions and Consultation in Schools
- EDHS 9750—Seminar: Topics in Clinical Psychology
- EDHS 9764—Seminar in Child Therapy

Optional Electives:

EDHS 8740—Advanced Family Therapy

Directed Research:

EDHS 9995—Independent Research with research mentor

Note: Most classes taught outside of the School of Education require permission of the instructor. Contact the instructor of record by e-mail or phone to inquire.

Additional Curricular Requirements for Clinical-School Psychology Track

Additional coursework in this area is designed to satisfy requirements for certification/licensure as a school psychologist and is coordinated by Ron Reeve (for details, see “School Psychology Policies,” page 46). Areas covered:

- Curriculum/teaching methods (usually EDIS 8850—Special Topics: Teaching Methods)
- Characteristics of disabled children (Typically 2 of the following: EDIS 5100—Char of Emotional and Behavioral Disorders; EDIS 5110—Char of Learning Disabled; EDIS 5120—Char of Intellectual Disabilities)
- Psychological interventions and consultation in schools, including history of school psychology, role and function of the school psychologist, and legal and ethical issues (EDHS 8750)
- School psychology internship

Note: Graduate courses taken at another university may be used to satisfy school psychology program requirements if it is judged by program faculty that the content is of equivalent breadth and depth to the comparable courses offered at UVa. To request a course transfer or substitution, submit a copy of the course syllabus to your advisor for formal review at an upcoming faculty meeting.

Typical Registration

During the first four years, students register for at least 15 credit hours. During the fifth year and beyond, students must register for 12-15 credit hours.

	Fall/Spring Semesters	Summer Session
First Year	15 credit hours coursework 1 credit hour practicum 1 credit hour research*	3 credit hours practicum 3 credit hour Intro Rorschach and seminar with Sheras
Second Year	12-15 credit hours coursework 3 credit hours practicum 1 credit hour research	3 credit hours practicum 3 credit school psych course (curriculum - 1 st or 2 nd year)
Third Year	3-9 credit hours coursework** 3-12 credit hours dissertation	3 credit hours practicum
Fourth Year	12 credit hours dissertation	
Fifth Year	12 credit hours dissertation (or 12 hours continuing enrollment after dissertation has been successfully defended)	

*There is no additional charge for directed research, or dissertation for students enrolled in coursework or practicum during the academic year. If students only take research apprenticeship or dissertation, they will be charged a flat research fee covering all registered hours.

**Coursework in the third year varies according to whether the student has met the requirements for coursework during the previous years.

Sample Student Program—General Clinical Track

First Year		
Fall	Spring	Summer
Intro to Educ Research Psychopathology Cognitive Assessment Statistics II Seminar in Clinical Psychology Research Practicum: CCPS	Professional Issues Child Therapy Statistics III Psychological Interventions and Consultation in Schools Research Practicum: Schools	Rorschach Introduction Practicum: CCPS
Second Year		
Fall	Spring	Summer
Advanced Psychotherapy Basic-science course in social or developmental** Personality Assessment I Biological Bases Research Practicum: CCPS	Theories of Behavior and Cognition* Family Therapy Personality Assessment II Statistics IV Research Practicum: CCPS	Practicum: CCPS
Third Year		
Fall	Spring	Summer
Elective: Adv. Family Therapy Research Basic-science course in social or developmental** Practicum: CCPS (Assessment Supervisor)	Research Practicum: CCPS (Assessment Supervisor)	Practicum: Family Stress Clinic
Fourth Year		
Fall	Spring	Summer
Dissertation Practicum: Family Stress Clinic	Dissertation Practicum: Family Stress Clinic	Internship
*This course typically offered in alternating years **Basic-science course in either social or developmental area.		

Sample Student Program—Clinical School Psychology Track

First Year		
Fall	Spring	Summer
Intro to Educ Research Cognitive Assessment Statistics II Psychopathology Seminar in Clinical Psychology Research Practicum: CCPS	Professional Issues Child Therapy Statistics III Psychological Interventions and Consultation in Schools Research Practicum: Public Schools	Rorschach Introduction Practicum: CCPS
Second Year		
Fall	Spring	Summer
Advanced Psychotherapy Personality Assessment I Social and Affective Processes in Development Biol. Bases Research Practicum: CCPS	Family Therapy Personality Assessment II Theories of Behavior and Cognition* Statistics IV Research Practicum: CCPS	Practicum: CCPS Curriculum/Teaching Methods
Third Year		
Fall	Spring	Summer
Elective: Adv. Family Therapy Basic-science course in social or developmental** Special Education Research Practicum: Commonwealth Center for Children and Adolescents	Research Practicum: Commonwealth Center for Children and Adolescents	Practicum: Commonwealth Center for Children and Adolescents
Fourth Year		
Fall	Spring	Summer
Dissertation Internship: Public Schools	Dissertation Internship: Public Schools	Internship
<p>*This course typically offered in alternating years</p> <p>**Basic-science course in either social or developmental area. Social and Affective Bases in Development satisfies either, <i>but not both</i>, the social or developmental bases requirement.</p>		

Consultation Training Sequence

In addition to our core course, Psychological Interventions and Consultations in the Schools, consultation and supervision training is incorporated into several components of the training program in order to provide synchronization of theoretical information and practical experiences. The sequence is outlined below:

Reference: Caplan, G. & Caplan, R (1993). <i>Mental health consultation and collaboration</i> . Prospect Heights, IL: Waveland Press, Inc. (“Caplan” in table). Thomas, A., & Grimes, J. (2008) <i>Best practices in school psychology</i> . Bethesda, MD: NASP. (T&G in table).			
Sequence in Training	Course	Topic	Reading
1 st Year, 2 nd Semester	School Psychology Practicum (Reeve)	Consultation in the Schools	T & G Chs. 103-105 <i>Purchase text as part of this practicum</i>
2 nd year, 1 st Semester	Center Staff Workshop (Abidin)	Multisystemic Consultation	Caplan: Chs. 3,10-15 (purchase Caplan as part of the practicum)
2 nd Year, 2 nd Semester	Family Theory & Therapy (Lawrence)	Family and Systems Consultation	Caplan: Chs. 7, 8 T & G: Chs. 56, 59, 61
2 nd Year, 2 nd Semester	Personality Assessment (Blodgett)	Court Consultation	Reading list provided in class
2 nd or 3 rd Year, 1 st Semester	Child Therapy (Loper)	Parent Consultation	Caplan: Chs.5, 6, 17
2 nd Year, 2 nd Semester	Center Staff Workshop (Schroll)	Supervision	Caplan: Chs. 9, 10, 18
2 nd Year, 2 nd Semester	Center Staff Workshop (Family Stress intern)	Consultation in a Medical Setting	Reading list provided in class

Independent Study

All students planning to embark on an independent study must file with their advisor and independent-study supervisor a prospectus describing the nature of the independent study, the projected activities, any expected products or outcomes, and a method of evaluating and accounting for their efforts. Forms may be obtained from the Curry School Office of Admissions and Student Affairs.

Enrollment Policy

Length of Enrollment

Students entering with a bachelor's degree must enroll full time for five academic years, including internship. This includes enrollment for each summer. Those entering with a master's degree in psychology or a closely related area must enroll full time for four years.

Summer Enrollment

Rising second-, third-, and fourth-year students are expected to enroll for credit hours each summer. In the summer between the first and second years of the program, students enroll for 3 credit hours Practicum, (Cornell—2 credit hours; Sheras—1 credit hour). Rising third- and fourth-year students enroll for 3 credits of practicum in the summer. Students may choose to enroll for additional courses during the summer. Students in the Clinical-School track also take Curriculum in the summer following either first or second year.

Continuous Enrollment

All graduate students must maintain enrollment for both fall and spring semesters throughout their program. If a student stops registering for one semester, the student is automatically dropped as a student and must reapply for admission along with other candidates for that year. Exceptions to this policy can be made in cases of medical or family emergency, upon written petition by the student.

Number of Credit Hours

Students typically enroll in 12-15 credit hours each fall and spring semester and 3-6 hours during the summer. Certain loans require minimal hourly loads for each semester. Students are responsible for obtaining pertinent registration information for their financial aid loans.

Fifth Year and Beyond

All students must maintain full-time enrollment during the fifth year and beyond by being enrolled for internship hours and/or dissertation-research hours. Students should register for a minimum of 12 hours.

All post-internship students who have not completed their dissertation must maintain continuous enrollment in EDHS 9999 (Dissertation Research), whether or not they are on Grounds. Regardless of whether the hours are for internship or dissertation, the cost is the same (reduced fee).

Nonresident Student Status

The program will use this status only for students who are on official leave from the program and who do not use any university resources, e.g., faculty time, computer systems, library, etc. There is a small fee associated with this status.

Teaching Opportunities

Students are expected to be involved in teaching. This can take the form of a teaching assistantship, teaching in courses through the School of Education or the Department of Psychology, presenting workshops or continuing education programs for local or state agencies, or presenting at a state or national convention.

Independent Requirements

Entering students are required to review and complete a programmed study text for the APA *Publication Manual* by the end of the first semester.

First-year students are required to study and pass a test on the DSM-IV prior to enrollment in Advanced Psychopathology. The test will be administered in early January of the first year.

Third-year students, as part of their preparation for the comprehensive exam, are asked to read *Critical Thinking about Research: Psychology and Related Fields* (Meltzoff, 1998, American Psychological Association) to aid in learning how to critically read and evaluate research articles.

Advanced Standing

Students who enter the program with any form of advanced standing (e.g., prior graduate coursework, master's degree) are expected to advance through the program's milestones at a faster rate than those students entering with a bachelor's degree. It is incumbent on first-year students with advanced standing to meet with their advisor and establish appropriate dates for completion of program milestones. This modified program of study should be signed by student and advisor, approved by the program director, and placed in the student's file.

Master's Comprehensive Examination

The master's comprehensive examination consists of the predissertation research proposal. This written document demonstrates the student's ability to define a problem, conduct a relevant literature review, specify hypotheses, develop a set of procedures for data collection, demonstrate sensitivity to ethical issues, and specify a method of data analysis that examines the operational measures in relation to the hypotheses. This experience is designed to encourage the student to integrate the knowledge and skills acquired during the first year of graduate study. A student may pass the examination even though his or her proposal requires revision, since this is a related but separate academic matter. Students should not get outside help and/or assistance in writing the final document; seeking advice on components of the project is acceptable and expected. For more information regarding the predissertation project, see page 25-26.

Proposal due date: April 1 of the first year.

The Doctoral Comprehensive Examination

Format

The comprehensive exam is administered once each year in January, usually during the week immediately preceding the start of the spring semester. All third-year students who have not already passed the exam must take it at this time. Under extraordinary circumstances the faculty may agree to alternative arrangements or offer additional administrations of the exam.

Given as a three-day take-home test, the exam consists of three essay questions. A closed-book question requires students to critique a published, data-based research article. Students also answer two additional essay questions that require thoughtful analysis and synthesis of multiple sources of information.

Students must provide two typed copies of their response to each question on the exam. The length of the response must not exceed 2,000 words (not including references) per question, which is approximately 250 words per page for an 8-page double-spaced document. Students must submit a word count for each question, excluding reference lists. The exam is pledged with the University's honor pledge.

Preparation

The faculty has developed a reading list representative of the content of the examination in four areas: assessment, intervention, psychopathology, and professional issues. This list includes readings from relevant courses, but is not limited to course material.

A faculty/student meeting is scheduled in the fall to provide students with some question-and-answer time regarding the exam. A sample question and answer will be available at this time.

The faculty will construct the comprehensive exam, taking into consideration the background of and expectations for students taking the examination.

Scoring

At least two faculty members serve as independent graders for each question on the exam. Prior to reading the responses, the two designated faculty members for each question agree on necessary content to be considered an adequate response.

A student's score is the mean score (on a 10-point scale) assigned by the two faculty graders. If there is a discrepancy of two points or more between raters that results in a question failure, a third faculty member reads and scores the question and the student's score is the mean of the three raters. In determining whether a student passes or fails the exam, each question is considered separately according to these criteria:

- 70 percent is considered a passing grade for each question; therefore, the student must earn 14 or more points in order to pass each question.
- Failing two or more questions is a fail for the exam.
- Students receiving a failing grade on their first attempt must retake the entire exam within 30 days of notification, or at a time designated by the faculty. A second failure may result in enforced withdrawal from the program.
- Students who fail the examination are to review their performance with their advisor, who will provide feedback on their performance and guidance on preparing to retake the examination.
- A failing grade on only one question is a "conditional pass" for the exam. This is the case whether a student is taking the full examination for the first or second time.

Students who receive a conditional pass must meet with their advisor to receive feedback and then retake a comparable question within 30 days. The test will be graded by the same faculty members using the same standards. Passing the retake question will result in a pass for the Ph.D. comprehensives. Failing the retake question will result in a failure for the entire exam. Students who fail the retake question (first full administration) will retake the full examination within 30 days of notification, or at a time designated by the faculty. Students who fail the retake question (second examination administration) will fail the entire examination.

Students will be informed in writing within 60 days concerning whether they passed the examination. Students who desire detailed feedback should consult with their advisor.

Doctoral Degree

Time of expected completion of the program will vary depending on previous experience and training needs. It is strongly recommended that each student complete the dissertation prior to leaving for internship. At a minimum, the data should be collected and analyzed prior to the student's departure for the internship. It has been our experience that students who have not followed these guidelines usually take considerably longer to graduate. Students are reminded that the university has a rule that coursework completed more than seven years earlier may be disallowed for graduation:

All requirements for the Ph.D. must be completed within four years after passing comprehensive examinations and within seven years of admission to the Ph.D. program. In special cases, upon approval of the doctoral committee, department chair, and associate dean, out-of-date work may be revalidated by examination.

University of Virginia Graduate Record

Portfolio

Students assemble a portfolio that contains a variety of work products throughout the course of their training. This portfolio is divided into three sections. The academic section contains syllabi for all courses undertaken, as well as selected papers written as part of course requirements. This section can also include syllabi from extra-curricular workshops that students attend during the course of training. The clinical section contains at least one sample psychological assessment report for each year in the program (identifying information removed). Students also provide a clinical case intake summary and final summary for one psychotherapy case each year (2nd, 3rd, and 4th years). The clinical section should also contain copies of APPIC application materials. Students turn in clinical logs regularly to the program office to be kept in the student files. Students may also wish to also keep copies of their logs in their portfolios. The research section contains the final version of the pre-dissertation, as well as copies of any articles on which the student is an author or co-author. The research section also includes descriptive information regarding posters or presentations for professional conferences. The portfolio is reviewed at least annually by the student's advisor and one other core faculty member, and the evaluation is included as part of the annual faculty review for each student. Feedback from faculty will be provided by the advisor as part of the annual review process.

CLINICAL EXPERIENCE

Clinical Training

Students are provided with opportunities for clinical training in practicum positions during their first four years of study. Generally, practicum positions are introductory experiences that initially emphasize didactic and observational training, with increased opportunity for supervised direct service and client contact as the practicum progresses. An internship position is a more advanced training experience that provides more opportunity for supervised direct service and client contact.

All students complete supervised clinical training experiences equivalent to at least three years of part-time practicum and one year of full-time internship. Ordinarily, the practicum requirement is met through the first-year practicum, the second-year practicum in the Center for Clinical Psychology Services (CCPS), and two additional placements in local agencies during the third and fourth year. During the fifth year, students complete an internship in an external agency, typically an APA-accredited internship site.

First-year Clinical Experience

All first-year students are involved in a clinical practicum that includes observations and meetings in the Center for Clinical Psychology Services. They are also placed one day per week in the public schools during the spring semester. These placements expose the student to the professional practice of psychology as it is applied in two important settings, and provide practicum experiences essential to the student's professional growth. Students are expected to attend special topic presentations and brown-bag seminars as specified by the first-year practicum instructor.

Second-year Clinical Experience (Center for Clinical Psychology Services)

This practicum, which is directed by faculty from the Curry Programs, begins July 1 of the second year and ends on June 30 of the following year. During the year, students participate in a variety of psychological and educational assessments, interventions, and consultations. The Center's client population consists of families, children, and adults. Center staff also provides consultation to area schools and agencies. Referrals come from families, schools, or agencies, or clients may self-refer. Parents and school personnel are often an integral part of the process.

Second-year students conduct personality and cognitive assessments and gain initial therapy experience in the Center, beginning early in the first semester. These responsibilities will extend from September to the end of June, and may continue during the summer, given the clinical needs of the clients involved. During the academic year, students complete two full assessments.

Third- and Fourth-year Clinical Experience

During the third and fourth years, a student may pursue practicum training in external agencies such as the Commonwealth Center for Children and Adolescents, Family Stress Clinic, Charlottesville City or Albemarle County Schools, etc. Students are to spend one of these years working in the Center for Clinical Psychology Services (CCPS) in an advanced position, unless the requirement is waived by the faculty. Students in the clinical-school track undertake a half-time internship in a public school.

During the summer after second year, or early fall of the third year, students undertake a third full assessment. Students also complete two additional full assessments prior to departure for internship, which results in a total of five full assessments during on-Grounds training. These assessments involve a faculty supervisor; however, the student is expected to assume primary responsibility for determining the method and tools to be used in the assessment and to review these decisions with the faculty supervisor. The student is assigned the case by the assessment intake coordinator and carries it through feedback and any necessary follow-up.

Practicum placements, including those that involve salaries, are arranged in consultation with Ron Reeve, who serves as placement coordinator. Research placements, including those with financial support, may be arranged with faculty in education, psychology, or medicine. The program director must be informed of any such arrangements.

Students enroll for practicum credits continuously throughout the first three years; during the fourth year, students enroll for dissertation credits.

Group Experience within the Practicum Sequence

All students must have experience in group work with clients at some point in their training. The first-year practicum involves some didactic work in doing groups in schools, and all school-based supervisors will be asked to arrange a group counseling/therapy experience for our students.

HIPAA Training

All first-year students are required to take HIPAA Privacy and Security training. This training module on confidentiality is offered by the UVa Human Resources Center for Organizational Development and is available on their web-based education system, NetLearning.

Clinical Psychology Internship

All students complete doctoral internship training before receiving their degrees. Students must secure approval of readiness for external internship by October 15 of the fourth year of study. Note that APPIC requires notification if a student applying for an internship is currently on probation. In most instances, the internship is a 12-month, full-time experience; however, deviation from this policy may be allowed when the student and faculty believe an exception would be appropriate.

The setting for the internship must be approved by the internship coordinator, Peter Sheras. Obtaining an internship placement is the joint responsibility of the student and the internship coordinator, and must be in accordance with the program's internship policy. Internship settings must be provided with copies of this policy. Peter Sheras and the program administrative assistant meet with prospective interns in July to explain the application process and available resources.

Students who are on internship enroll for a total of 12 hours of credit (EDHS 9999) per semester. Prior to defending the dissertation, a student should register for 6 hours of internship and 6 hours of dissertation; after successfully defending the dissertation, a student should register for 12 hours of internship. A special reduced tuition rate is charged for dissertation and internship credit. Since the internship is taken for credit, the internship coordinator assigns grades in consultation with the student's direct supervisors.

All interns must ensure that their internship supervisors make periodic reports of their progress to the director; forms are provided for this purpose. Program staff will assist students

in this effort, and will contact internship supervisors to request evaluations, and to provide needed forms.

The purpose of the internship is to provide the student with an opportunity to practice and refine the professional skills developed during the academic portion of the program. The intern's supervisor must be available for direct individual supervision, in addition to general supervisory direction provided by the professional staff in that setting. There is communication with the internship coordinator concerning the student's progress through the internship at least once during each semester. The process of sharing this information must include the supervisor, intern, and internship coordinator, and may be accomplished by on-site visits, written communication, or phone contacts.

Experience in the following areas is considered appropriate for an internship:

- Individual case studies: assessments with a focus on the psychosocial systems of which the individual is a part, i.e., home, school, neighborhood, workplace.
- A variety of individual and group psychotherapeutic intervention experiences, depending on the skills of the student and needs of the setting.
- Consultation experiences in relation to parents, teachers, and administrators with a focus on skill and knowledge development and/or program development.
- Some experience with other agencies in the community that provide services to individuals and families.
- The opportunity to work cooperatively with other professionals within the agency.
- The opportunity to participate in research or program development.

Students with an interest in school psychology who do not have a school internship placement may experience difficulty in obtaining certification in school psychology unless there is significant school involvement during the internship. Opportunities to complete school psychology internship requirements during the program are encouraged; contact Ron Reeve for further information.

Refer to "Important Dates for Internship," page 7, for further information.

Students enrolled in the clinical-school track are expected to complete a school psychology internship. This training experience is described on page 43.

File Check-Out Prior to Departure for Internship

All students are required to present their clinical files for review to the Center Manager prior to departure for external internship. The Center manager will inspect files to ensure that appropriate signatures, notes, diagnosis forms, etc. have been obtained. Failure to complete this check-out can result in a student being called back from internship to undertake the task. To arrange for this check-out, the departing student should:

- Contact the Center manager at least two weeks prior to departure to schedule a review time.
- Pull ALL Center clinical files, including cases that were seen for only one time, all assessments, Peabody evaluations, etc.
- Present files to Center manager.
- Correct any errors and re-file reports.

Participation in the University Graduation Ceremony

Students must complete all required work, including the internship, prior to graduation. The University has one graduation ceremony each year in May; program students are not eligible to participate given that APA internships continue into the summer.

Thus, the Program holds an annual “Completion Ceremony” in The Rotunda in August to honor those students receiving degrees in August. Diplomas are awarded at that ceremony.

Clinical Logs

Each semester the faculty will audit students’ clinical logs for the purpose of determining each student’s clinical experience to date. Students who do not have their logs up to date will receive a lower grade for their semester practicum course; logs should be turned in to the program administrative assistant at the end of each month. *Be sure to keep a copy for yourself.*

Clinical logs are an important part of the educational experience and are useful in a number of ways, as they:

- Document students’ clinical experience for both program purposes and as part of the APA accreditation process;
- Are required on the APPIC internship application;
- Serve as documentation on applications for licensure, postdoctoral residency, hospital privileges, advanced certification, the American Board of Professional Psychologists, etc.
- Are important professional records.

Failure to meet the deadlines by which logs must be up to date and filed in the program office (December 1, May 1, and August 1; see timetables, pp. 3-5) may result in a lowered grade for practicum.

Directions for Completing Clinical Logs on Time2Track

Time2Track is used as the standard tracking tool for clinical hours; registration is provided by the program.

Instructions for New Members:

1. Go to www.time2track.com/signup.
2. Click “Sign Up Now” under Time2Track Doctoral.
3. Complete the registration page (your school code is **003745x**)
4. On the next page enter Authorization Key **5473** under option 2.
5. Click submit.

Instructions for Existing Members:

1. Go to www.time2track.com/login and click on “Doctoral Student Log In” button.

Using the Program:

As you begin using the database, remember to use the tabs in a logical left to right fashion. Take a few minutes to review the extensive help section and multimedia tutorial at <http://support.time2track.com>.

Adding Clients:

Once you have signed in you can add clients under the Client Manager tab. All clients should be entered as individuals before being assigned to couples, families, or groups. This is necessary for the accurate tracking of demographic information. This also allows a person to be seen as an individual client, as well as be a part of a family group. All the provided menus are per the APPIC application to eliminate the possibility of errors. Clients should be added as they are seen, and should never be deleted. Deleting clients will result in loss of demographic data.

Adding Activities:

Once clients are added to the database, activities can be assigned to them. This is done through the Activity Log tab. Begin by Clicking on the calendar day in which the activity occurred. Then simply select from the activities (per APPIC) on the left of the screen. After completing a few fields, the entry is complete. Activities can be added for past, present, and future dates.

One important feature is the recur function. This function allows the user to enter an activity and have it repeat on a regular basis. Therefore, if this function is utilized, regularly scheduled activities (administration, supervision, individual therapy, etc.) can be set to recur without any work from the user. Instead, with the recur function, you must log on and confirm any activities that were scheduled for dates that have passed. The user may also edit or delete the activity before confirming it.

Viewing Your Progress:

Some of the greatest aspects of Time2Track are found under the Summary and Reports tab. On this page, you will be able to see a quick overview of your data (Overview), see graphs (Graphs), filter data (Reports), and see the data organized for easy transfer onto the APPIC application (Application View).

Frequently Asked Questions about Time2Track:

1. How would I code an Assessment Feedback? Would it be considered assessment or intervention?

Feedback interviews are often both assessments and feedbacks. Code it as either or part of the time for each. That is up to you. Do not double count the hours. If it is a 2 hour feedback it can be 1 hours of intervention and 1 hour of assessment or some parts of each.

2. What if some of my research activities include some intervention or assessment? Can I count those as both? For instance, I run a bullying group or a group in the prison as part of a data collection or researched intervention.

Yes you can count research activities on your clinical logs if they involve consultation, interaction with clients or supervision of staff.

3. How would I log time I spend editing reports as a student supervisor?

You can log that time as supervision of other students.

4. How would I log a presentation I made to people in a clinical setting? Lets say I did a training for prison guards on suicidality or presented research finding to staff of an agency where I am working?

Generally speaking you can log these activities as consultation.

5. How would I log time I spent representing students at faculty meetings or Curry School meetings?

You probably need to make this judgment. It might be consultation if you are presenting information or it might not be “loggable” or it might be supervision of students.

6. How do I log course work or practica like “Travels with Peter?”

You can log some activities that you do as practicum courses as didactic training or seminar. Be careful that you do not count all your course work this way, however. If you give a practice WISC as part of a class, that would not count. If you give that practice test to a client or practice client, that would count.

7. Remember that full assessments, in order to count on your log must include at least two (2) tests and a report.

8. How do I log Center Staff?

Center Staff is not just one thing. Some meeting will be seminars, some will be log as assessment or intervention or supervision or group supervision. You must make that determination. Whatever you choose that is reasonable is fine. Just be sure not to double count hours.

9. How do I log the time I spend in assessment preplanning?

Some of the time can be logged as case conferences, some could be group supervision. Reading material that is sent in could be logged as case management or as chart review.

RESEARCH EXPERIENCE

Predissertation Research Project

Proposal

Students write a proposal that describes the intended predissertation project. The proposed study should be an empirical study that uses quantitative analysis procedures. This proposal, which is due April 1 of the first year, also serves as the master's comprehensive examination (see page 16). The proposal is evaluated by the student's academic advisor and one other faculty member chosen by the student as second reader. Students must arrange for the second reader's participation by March 1 at the latest. Students who enter the program with a master's degree but without an approved thesis must complete a predissertation.

RECOMMENDED CONTENT OF PROPOSAL

1. Abstract
2. Literature review
3. Statement of problem
4. Hypotheses
5. Methods
 - a. Subjects
 - b. Measures
 - c. Ethical considerations (completion of Institutional Review Board forms).
 - d. Data-collection procedures
 - e. Data analysis
6. Timeline for completion

GRADING METHOD

1. Examination committee: chair and second reader
2. Global judgment: 0-100 scale; 70=passing
3. Each proposal will be read by two faculty members
4. The committee chair coordinates grading and reports the results to the Curry Programs director.

Completion of Predissertation Project

After students complete their predissertation proposal, they should proceed immediately to the next stage of their research project. In most cases, students should make any necessary revisions to their proposal and begin analyzing data by May of the first year. Students are expected to work on their predissertation project during the balance of the spring semester and during the summer, with the typical goal of completing the Methods and Results sections by October 1 of the second year. Students and advisors may modify this timetable according to the requirements of individual projects. Students should be aware that faculty advisors are not necessarily available during the summer, and should make plans with their advisors to consult as needed during this period.

In light of the heavy workload during the second year, it is recommended that students plan to complete the predissertation project by the end of the fall semester of that year. The deadline for completion is July 1 of the second year, in order to accommodate unexpected

delays and variations in the kinds of projects students undertake. The predissertation is completed when: (1) the document has been reviewed and approved by the two faculty readers and (2) the document has been submitted for publication in a refereed journal.

After the document has been reviewed by the two faculty readers, the faculty advisor may permit the student to submit the predissertation document directly for publication or may require the student to modify it before submission. The length and scope of the predissertation document is determined by the faculty advisor, but ordinarily is in the range of 20-40 APA manuscript pages. Authorship of manuscripts submitted for publication will be determined by APA ethical guidelines. Under these guidelines, the student might be first author and the faculty advisor (as well as others who made substantial contributions to the study) might be listed as co-author(s), but authorship and order of authorship will be determined on a case-by-case basis.

The choice of journal must be approved by the faculty advisor, although there is no requirement that the manuscript be accepted for publication. Ordinarily, the student and faculty advisor (or other co-authors) will work collaboratively on revising the manuscript for resubmission if it is deemed publishable.

Students who enter the program with a master's degree but without a thesis must complete a predissertation project. The project should have the following statement on the title page:

Predissertation research project submitted in partial fulfillment of the requirements for the Ph.D. in Clinical Psychology, Curry Programs in Clinical and School Psychology.

The completed predissertation research project must be submitted to a peer-reviewed publication in order to fulfill the research competency standard. The deadline for submission is July 1 of the second year. Students who fail to complete the predissertation project by July 1 of the second year are automatically placed on academic probation.

The Doctoral Dissertation

Dissertation Committee

The dissertation process officially begins following the successful completion of the doctoral comprehensive examinations, but students are strongly encouraged to begin their dissertation planning prior to the comprehensive examination. At that time the student forms a dissertation committee. At least one member must be from outside the program area; two members should be from the Curry Programs in Clinical and School Psychology, one of whom must be chair or co-chair. When two members jointly chair a dissertation committee, both will be called co-chair. In these cases, the co-chairs and the doctoral student will determine, in advance of the proposal defense, the specific responsibilities of each co-chair. The committee must consist of a minimum of four full-time university faculty at the rank of assistant professor or above. The fourth member of the committee is selected by the Director of Doctoral Studies from a list of potential members submitted by the student. Faculty from other universities may serve on the committee as a fifth member.

The student's academic advisor serves on the dissertation committee, but does not have to be the chair. After a project has been approved, the student works with the dissertation committee chairperson and schedules periodic conferences while the research is underway. It may be necessary to make minor changes in the approved plan; extensive revisions in the plan

may necessitate another committee meeting. The student's advisor must be kept informed as to progress on the dissertation.

Neither the dissertation chair nor the committee is expected to plan the work or do the data collecting. They will give guidance in such areas as how to make the study productive, analyze data, draw conclusions, and prepare the report. The committee is also charged with assuring that the research project is at a doctoral level.

Dissertation Enrollment

A minimum of 12 hours of dissertation credit is required (EDHS 9999). Students who do not graduate at the end of five years will enroll for 12 hours of dissertation credit every semester until they graduate (not including summers). Students must be enrolled for credit during the semester or summer session in which the degree is to be conferred.

Preparation for Proposal Defense

Upon successful completion of the doctoral comprehensive examination and the appointment of the dissertation committee, students present a dissertation proposal to the committee. The first step in this planning is the selection of an intended question or area of study. The student then specifies the particular questions for study and devises a research plan in consultation with the committee.

Next, the student prepares a written proposal that describes the major goals and theoretical rationale for the study, as well as the proposed procedures, measures, and analyses. This formal document includes:

1. Tentative title of dissertation.
2. Statement of the problem.
3. Rationale for the study, including a thorough but concise review of the relevant literature and a statement concerning the significance of the study.
4. Hypotheses to be tested, objectives of the study, or research questions to be considered.
5. Procedures:
 - a. Research design.
 - b. Number and types of subjects, description of the population of which they are representative, the procedures by which subjects will be selected, and the nature of any control group.
 - c. Independent and dependent variables, methods of data collection, experimental techniques, instrumentation, and methods used for evaluating responses.
 - d. Tentative plan for data analysis.
 - e. Individuals and facilities from who support will be requested.
 - f. Expected outcomes of the research, contributions it will potentially make to education/psychology, and tentative expected findings.
 - g. Schedule for completion of the project.

Proposal Defense

Students orally defend their written proposal at a formal meeting of the full dissertation committee. This meeting should be scheduled well in advance of the intended date. It is the

student's responsibility to find a room for the defense. Committee members are provided with a copy of the proposal two weeks in advance of the defense.

Two weeks before the defense, the candidate fills out a Dissertation Proposal Defense Announcement (available on the program's website) and submits it to the program administrative assistant.

At the proposal defense, the student typically presents a brief summary of the intended project and responds to faculty questions and recommendations. Committee members indicate approval by signing the Record of Progress, which the student should bring to the defense. Once the proposal is approved by the committee, it is understood that the research topic and plan are acceptable.

Dissertation Execution

The candidate proceeds with the dissertation under the guidance of the dissertation committee chair, but is free to seek guidance from other members of the committee, especially in their areas of expertise. Committee members should be informed periodically of the candidate's progress.

The Curry School of Education and the Department of Human Services encourage use of their equipment for projects, and will attempt to make available to the student any standard apparatus. Expendable items such as test blanks, computer disks, and paper cannot be provided, and support staff cannot type for students as part of their jobs.

The candidate must present, in the form of a written dissertation, evidence of his or her ability to select, organize, and apply knowledge in a scholarly and scientific manner. The research should make an original contribution to knowledge in psychology, education, or allied fields.

The written report should approach the level of sophistication for experimental reporting and technical writing practiced by the principal publications of the field, such as the *Journal of School Psychology*, the *Journal of Consulting and Clinical Psychology*, and *Child Development*, and should be prepared according to APA style.

The completed dissertation should be prepared in multiple copies for the committee, and a copy is to be given to each member approximately two weeks before the final oral examination.

Doctoral Dissertation Final Defense

The purpose of these guidelines is to clarify policies and procedures for the doctoral dissertation defense (also termed final examination) of candidates for the Ph.D. in Clinical Psychology in the Curry Programs in Clinical and School Psychology. Nothing in these guidelines should be construed to contradict or supersede the applicable rules or policies of the university or the Curry School of Education.

The purposes of the defense are to publicly present knowledge based on the candidate's dissertation research and to demonstrate, in part, the candidate's qualifications for the Ph.D. in Clinical Psychology.

PREPARATION FOR THE DEFENSE

1. The candidate should be familiar with all relevant academic and administrative requirements for the doctoral dissertation defense.

2. The defense is scheduled after each committee member has had the opportunity to review one or more drafts of the dissertation document. The dissertation chair decides when the candidate may proceed to schedule the defense.
3. The candidate must submit notification of the defense to the dean's office and the program administrative assistant two weeks prior to the defense. This notification must include the time and place of the defense, the members of the dissertation committee, the title of the dissertation, and an abstract approved by the dissertation chair.
4. The candidate must provide each committee member with a complete copy of the dissertation at least two weeks prior to the defense.
5. It is the candidate's responsibility to schedule the room, which should be appropriate to the academic significance of the event.
6. The defense is scheduled for approximately two hours. The defense should not be less than one hour or more than three hours, including committee deliberation and communication of the decision to the candidate.

DEFENSE MEETING

1. The candidate must bring the Record of Progress and two dissertation title pages to the meeting.
2. The defense meeting is chaired by the dissertation committee chair. Generally, all members of the doctoral dissertation committee must attend the defense. In extraordinary circumstances (e.g., illness), one regular member of the committee may be absent. In all cases at least four UVa faculty must be in attendance. The doctoral chair must approve holding the defense in the absence of a committee member, and the absent member must submit written approval of the candidate's dissertation before the candidate can be considered to have successfully completed the final examination.
3. The meeting will be conducted in a manner appropriate to the academic significance of the event. Celebration, including food and drink, is appropriate only after the defense is concluded.
4. The candidate will present a brief (approximately 15 minutes) review of the dissertation project, with primary emphasis on presentation and interpretation of research findings.
5. The candidate will respond to questions from each member of the committee. Questions will concern the dissertation project and its contribution to knowledge or implications for clinical and/or school psychology. As chair of the meeting, the dissertation chair will coordinate the order of questions, if necessary.
6. Other faculty and students of the university, as well as members of the public, are welcome to attend the dissertation defense. After all committee members have had an opportunity to question the candidate, others in attendance may ask questions of the candidate. These questions must be directed through the dissertation chair, who reserves the right to amend or exclude questions that are inappropriate to the defense.
7. At the completion of the question-and-answer period, the candidate, as well as any observers in attendance, will be excused from the room so that the committee may deliberate on the candidate's performance in the defense. After the committee has reached a decision, the candidate and any observers may return to the room to hear the committee's decision.
8. There are three possible outcomes to the defense:

- The candidate has passed the defense, based on the unanimous agreement of the committee.
- The candidate has passed the defense, conditional upon modification of the dissertation document satisfactory to each member of the committee. In some cases, a student given a conditional pass may be required to re-defend.
- The candidate has not passed the defense.

Committee members express their approval of the defense by signing the title pages of the candidate's dissertation. In the event of a conditional pass, committee members will not sign the title pages until they have reviewed and approved the modified dissertation document. In most cases of a conditional pass, all committee members will refrain from signing the title pages until the required changes have been made. It is understood that committee members may suggest minor alterations in the dissertation document (simple changes in wording, grammatical corrections, etc.) and still pass the candidate unconditionally and sign the title page at the end of the meeting.

9. Committee members who agree to conditionally pass the candidate must specify the required changes to the dissertation chair during the committee deliberations. These required changes will be communicated to the candidate by the dissertation chair before the end of the defense meeting. A timetable for completing these changes - and for faculty approval of them - will be specified by the dissertation chair in consultation with the committee and the candidate. It is understood that committee members may not impose additional changes or requirements upon the candidate after the meeting.
10. A candidate who does not pass the defense will be permitted one additional opportunity for a doctoral dissertation defense. A candidate who does not pass the second dissertation defense will not receive the Ph.D. degree.

AFTER THE DEFENSE

1. It is the candidate's responsibility to see that the Record of Progress is complete and that all other requirements are completed. The final signed Record of Progress must be returned to the Office of Admissions of the Curry School of Education, with a copy given to the program administrative assistant for the student's permanent file.
2. If the committee has required that the candidate undertake further revisions of the dissertation document, those revisions must be completed promptly, according to a timetable specified by the dissertation chair at the defense meeting. If the candidate is unable to complete the revisions according to the timetable, or if the revisions are not satisfactory to committee members, the candidate cannot be considered to have completed the final exam and is not eligible for the degree.
3. Ordinarily, the candidate will provide the chair with a hardbound copy of the final approved dissertation. The candidate will also provide other committee members with softbound copies of the final dissertation, as requested by individual members.

Publication of Dissertation and Related Articles

Guidelines for submitting the dissertation may be obtained from the dean's office, Curry School of Education, Ruffner Hall. Dissertations should be suitable for publication in a professional journal or for presentation through other media. Submission for publication of a manuscript based on the dissertation is expected in order to disseminate information and further the professional growth of the student.

The results of the dissertation in any form are normally published under the name of the student. If one or more members of the faculty substantially participated in the research project, the resulting publication should be jointly authored. If the student receives less substantial assistance from one or more members of the faculty, a footnote acknowledging such assistance should be included in the article as a matter of professional courtesy. Appropriate reference to the dissertation on which the publication was based should also be included.

In those instances in which a student is working on a dissertation that represents a spin-off or a part of the advisor's research activities, the student may hold claim only to those data and products directly used in the dissertation, unless prior arrangements have been made regarding ownership of data and products.

The faculty assumes that the first author of any article derived from a student's dissertation will normally be the writer of the dissertation. However, in exceptional circumstances the dissertation advisor may proceed to write up the article for publication. An example of such an exceptional circumstance is if the dissertation author has not written and submitted an article for publication based on the dissertation within one year of the faculty's formally accepting the dissertation. Authorship order of this article will follow APA guidelines for authorship and judgment regarding the relative contributions of all authors.

Quantitative and Qualitative Research Competency Standard

The quantitative research standard is fulfilled by completion of the four-course research methods/statistics sequence and submission of a data-based article derived from the predissertation project to a peer-reviewed journal. Qualitative research is included in the curriculum of clinical psychology students in four primary ways. First, it is integrated in clinical coursework, which covers methods of individual case study, single-subject research, observational research, and family-systems analysis. Second, references are included on the comprehensive examination reading list. Third, students whose research interests and projects call for a qualitative approach are strongly encouraged to take a qualitative research course. Fourth, students may take a qualitative research course as their fourth advanced statistics class.

Research Logs

Research logs will be reviewed regularly to ensure that each student's research experience is of appropriate quantity and depth. Research logs should be turned in to the program administrative assistant at the end of each month. Be sure to include your name and complete date (including year) on each log.

Participation in Research Presentations

Students are expected to participate in special lectures, workshops, or other presentations where research studies are discussed. Students should also develop skills in discussing their own research with other professionals. For this reason, students are expected to participate in a variety of research presentations, as outlined below.

First-year students:

- Attend research discussion meetings arranged during the year for first-year students.
- Present predissertation proposals at the spring semester practicum class
- Attend at least four presentations during the year on relevant research in clinical and/or school psychology. Presentations may include those from the Curry Risk and Prevention Series, Department of Psychology colloquia, Psychiatry Grand Rounds,

Institute for Law, Psychiatry & Public Policy training workshops, or other academic presentations approved by the faculty. Students who have not attended the required number will get an incomplete in their research coursework.

Second-year students:

- Present results of predissertation during spring semester Issues in Clinical Psychology Class
- Attend two defenses during the year. These may be either or both dissertation proposal defenses or dissertation final defenses.

Third- and fourth-year students:

- Attend two defenses during the year. These may be either or both dissertation proposal defenses or dissertation final defenses.
- Attend at least four presentations during the year on relevant research in clinical psychology. Presentations may include those from the Curry Risk and Prevention Series, Department of Psychology colloquia, Psychiatry Grand Rounds, Institute for Law, Psychiatry & Public Policy training workshops, or other academic presentations approved by the faculty. Students who have not attended the required number will get an incomplete in their research coursework.
- Fourth-year students may count only one of their own dissertation presentations (i.e., proposal defense *or* final defense) to meet this requirement.

PERFORMANCE STANDARDS

Ethical Standards

Students are expected to adhere to APA and NSAP ethical standards, standards of practice, and all laws pertaining to the practice of psychology.

Continuity of Clinical and Research Experience

Students are expected to engage in field experience related to their professional development in research and clinical skill areas throughout their enrollment in the Curry Programs. Those who enter with a bachelor's degree must complete four full academic years of clinical and research practicum experience.

Academic and Clinical Performance

Students' academic and clinical performance is reviewed by the faculty as a group each year of the program, typically during the second semester. Students will meet with their advisors to discuss the results; see page 36. Lack of satisfactory performance by a first-year student may result in the decision not to recommend advancement to the Ph.D. program. Students entering with a master's degree also will be reviewed in the second semester of their first year in the Ph.D. program. Unsatisfactory performance may result in enforced withdrawal from the program.

Student Behavior

The student's behavior, including interactions with faculty, clients, staff, and other students, should be professional, and written work submitted in a timely fashion and in an appropriate format. Students' performance in the above areas will be reflected in their practicum grade. Continued problems in this area can lead to enforced withdrawal from the Curry Programs.

Probation

It is recognized that each student's situation is unique, and that the faculty reserves the right to adapt and apply policies according to individual circumstances. For example, a student suffering from a serious illness may be exempted from program deadlines.

Students placed on probation are provided with guidelines and expectations that must be met within a timeframe specified by the Curry Programs faculty. Students who fail to meet the expectations within the timeframe, or otherwise fail to make satisfactory progress, may be subject to enforced withdrawal from the program. The above includes timely response to memos and inquiries from faculty.

Nothing in this statement should be construed as contradicting or invalidating the established academic or nonacademic regulations of the university, the Curry School of Education, or the requirements for the Ph.D. in clinical psychology. (See the University regulations sections of the Graduate Record.)

Students who have fallen behind in completion of program requirements, or who otherwise demonstrate serious deficiencies in coursework, clinical training, or other program requirements, may be placed on probation by the Curry Programs' faculty. In most cases, students in danger of being placed on probation will be notified and advised as to the steps they should take to avoid probation (e.g., completion of coursework or research projects). Students are not always notified in advance of the possibility of being placed on probation. For

example, students who fail to complete program requirements by standard dates, or who fail comprehensive examinations, may be placed on probation without prior notice. In addition, students who commit serious ethical or professional misconduct may be placed on probation without prior notice. Under ordinary circumstances, a student would automatically be placed on probation for the following reasons:

- Failure to complete an approved predissertation proposal by April 1 of the first year of study.
- Failure to complete the predissertation project by July 1 of the second year.
- Failure to complete all required coursework by August 30 of the fourth year.
- Failure to complete an approved dissertation research proposal by October 15 of the fourth year.
- Failure to complete an approved dissertation research project by the end of the fifth year (August 1).

A student placed on probation is informed in writing and has an opportunity to meet with his or her advisor to discuss the reasons for this decision. In consultation with the student, the faculty establishes a plan of action for the student to follow in order to be removed from probation. This plan may involve a revised timetable for completing program requirements, additional training experience, or other requirements that will remedy the problems that led to probationary status.

A student on probation has a specific amount of time to remedy the problem(s) that led to probationary status. A student who fails to make satisfactory progress while on probation may be required to withdraw from the university.

Outside Work and Volunteer Activities

No outside work, whether paid or unpaid, is allowed unless it has been approved by the faculty. This policy is necessary to prevent violation of the Code of Virginia, APA, and NASP standards and guidelines with regard to the practice of psychology. Further, it is necessary to prevent conflicts between outside involvement and students' primary program responsibilities. Students may petition the faculty for a waiver by submitting a written description of the proposed activities and the time commitment involved. Students are to keep the faculty informed of all work (research, clinical, other paid/nonpaid) activities. At times it may be necessary for a student to restrict involvement in activities if the faculty determines that they interfere with the student's program.

Research or Clinical Activity with Collaborating Faculty or Agencies

Students who wish to engage in research or clinical activity with faculty from other programs at the University or agencies outside the University must document the nature and scope of this work using the Memorandum of Understanding form (see Appendix or website). This agreement is also necessary for any special practicum or other clinical activity that is not part of a student's regular assigned practicum. This agreement outlines the mutually agreed upon conditions for such work. The document is signed by the student, the student's advisor, the collaborating faculty member, and the program director. Each signer receives a copy of the agreement; one copy is kept in the student's file.

STUDENT-FACULTY INTERACTIONS

Faculty Advisors

Assignment of Academic Advisor

Each student is assigned an academic advisor by the faculty prior to the student's arrival. The advisor is responsible for seeing that all information, correspondence, and advisor notes pertaining to the student are filed in his or her folder. Specified course requirements may be modified by the student and advisor with the approval of the faculty. A student's dissertation advisor does not have to be the student's academic advisor.

Change of Advisor

The student's current advisor should be informed of the student's desire for a change of advisor. The student may request a change of advisor by submitting a written request to the program director along with a rationale for the requested change. The program director will discuss the requested change along with possible new advisors with the student. If agreement cannot be reached, the matter will be presented to the faculty for a final decision. It is the student's responsibility to file the change of advisor form with the Student Affairs Office.

Resolution of Problems

If difficulties arise concerning requirements or other aspects of the program, a student should first seek assistance from his or her advisor. Should the student feel that additional faculty assistance is needed, the student should seek advice from the program area director. Faculty will seek to work with the student in the resolution of difficulties. Students can also seek advice from fellow students through the program's student association.

Research Activities with Advisor

Students may undertake a dissertation under the direction of a faculty member who is not their advisor. In these cases, the student may be required to continue participation in some capacity in the advisor's lab (see section below), while working independently with their dissertation advisor. Any departure from this protocol must be approved by program faculty.

Policy Regarding Student Placement in Advisor Lab

Selection into the program is based in part upon the program's understanding of the research interests of the students. Upon an offer of admission, students are informed who will be their advisor. They are also informed that they will be assigned to work on a research project or in a particular lab under the mentorship of this advisor.

Students typically continue in this research assignment during their four years on grounds in the program, but occasionally they may desire to transfer to a different lab or project. Students may change to a different project at the end of their second year or at the end of their third year.

Students must inform their advisor and the Program Director of the proposed change by March 1 of the second year in order to change at the end of the second year and by

March 1 of their third year in order to change at the end of the third year. In these cases, students must also present a viable plan for their proposed research activities. This plan must identify the faculty research advisor who will supervise research activities, describe the intended research activities, and provide evidence that the new research supervisor understands

expectations for provision of research mentoring. This plan must be approved by the faculty by May 1.

When a student changes lab, there are human resource and financial consequences for the affected lab as well as for the program. Students who change labs will retain tuition, health insurance, and a basic stipend from the program, but will not continue to receive an additional stipend (if any) from the former lab unless the receiving lab is able to provide such funding.

Students are expected to devote a minimum of one day a week to research lab activities.

Annual Review/Advisor-Student Feedback Sessions

The primary purpose of this policy is to facilitate advisor-advisee relationships and to formalize a process of early and continuing communication between student and advisor. This is necessary to enhance the development of the student within the program and to make the program more responsive to the needs of individual students.

Annually, students complete a summary of their academic, research, and clinical activities for the preceding year, using the student review form.

The faculty will conduct meetings at least annually to review each student's progress through the program. Feedback from instructors, practicum supervisors, and others is sought and considered. A student must show satisfactory performance in academic areas, in professional demeanor, and in clinical skills. If deemed necessary, appropriate methods of remediation are suggested and must be carried through. If unsatisfactory progress is made, the faculty may require the enforced withdrawal of a student.

A formal feedback meeting between advisor and advisee follows the faculty review meeting. While the content of the meetings can vary, the advisor's focus is on communicating an understanding of progress within the program, from the faculty's point of view, to the student. Both positive and negative aspects of a student's progress are considered. The faculty's opinion serves as a basis for discussion between advisor and student. The advisor writes a summary of the evaluation after the meeting. A copy of this summary is included in the student's folder. Students are encouraged to respond to the feedback orally or in written format. If issues raised at the annual review cannot be resolved at the level of the advisor, students may make their concerns known to the program director.

Faculty Availability in the Summer

The faculty of the Curry Programs are not typically employed by the University during the summer months; therefore, students who need the services of their advisor, dissertation chair, or dissertation committee members must make arrangements with these individuals. Students should not assume faculty will be available in the summer.

Student Responses to Faculty Requests

Students are expected to make timely and complete responses to requests by the faculty. This includes requests for information, etc. Failure to meet this expectation can impede program administration and potentially have negative consequences for the student.

Student Records

Students have complete access to their academic files, which contain:

- Record of Progress: This document is to be updated at least once a semester by the student and advisor. It is the student's responsibility to ensure that the document is complete and up to date.
- Clinical logs: All students will document their clinical experience and supervision by recording it on a clinical log form on a monthly basis. These forms provide a cumulative total of clinical hours and aid in applying for internships as well as for the Curry Programs' accreditation by APA and NASP.
- Research logs
- Annual feedback letters
- Evaluation forms from practicum settings
- Notices of results of examinations
- General correspondence

Access

Students' main advisement and program record files will be maintained in Room 147. Students will have access to their files in that room only; files may not be removed from the office.

University Career Services

Students may elect to use Interfolio, the online service available through University Career Services, to assemble credentials to be sent to potential internship and job settings, licensing boards, etc. This will protect the student from any problems that may arise due to unavailability of faculty and/or supervisors.

Student Association

Membership in the Curry Programs in Clinical and School Psychology Student Association includes all students currently enrolled in the program. The general purposes of the association include, but are not limited to, the following:

- Advocacy for students by providing a forum for student concerns;
- Serving as a clearinghouse for information;
- Coordinating task forces to address specific issues;
- Acting as liaison between students and the faculty of the program;
- Promoting student attendance at faculty meetings;
- Providing student input into administrative policies and decisions;
- Annually administering the Lucile E. Michie Award;
- Assistance in orienting incoming students, and
- Providing social and recreational activities.

If a student wishes, he or she may seek assistance from the association in the resolution of an issue of concern to the student. If anonymity is desired, the association may choose to represent the student or the student's concern. The association, through its liaison officer's meetings

with the program director or by sending a representative to faculty meetings, may bring any issues or concerns to the attention of the faculty.

Conflict Resolution

The Programs in Clinical/School Psychology strongly believe that, in the service of becoming ethical and competent clinicians, students and faculty members should make every effort to resolve within-program conflicts as directly and effectively as possible in order to avoid miscommunication and to encourage trust between students and faculty members.

As such, the following recommendations are offered for students who wish to resolve a conflict with a faculty member, supervisor, or fellow student:

1. If a student has concerns related to a faculty member, supervisor, or fellow student he/she should first make every effort to address them with this person directly in a respectful conversation.
2. Students may wish to make use of resources the program has put in place to facilitate direct communication between students and faculty. Students may seek consultation from their advisor, the program director, or any member of the faculty. Students can also consult with any of the four student representatives to set up a confidential meeting in which he/she can discuss the issue at hand. Student representatives can act as mediators between members of the program community and will provide coaching, support, and educational materials on conflict resolution¹ to help students address their concerns effectively and fairly.
3. The act of soliciting a consultant or directly addressing a concern with a faculty member or supervisor will in no way jeopardize a student's training status with the Curry Programs in Clinical/School Psychology.
4. Any member of the community who is approached by a concerned student, be it a faculty member, supervisor, or fellow student, is encouraged to consider the concerned student's complaint seriously and confidentially, treat him/her with fairness and respect, and work collaboratively to resolve the issue.

If the conflict is of a serious nature or has not been resolved adequately by the above recommendations, the student may want to file a formal grievance. The University grievance policies follow.

Grievance Policies

Applicable regulations governing M.Ed. students enrolled through the Curry School of Graduate Education, as stated in the Graduate Record:

A graduate student's performance is subject to periodic review by his or her advisor and major program area. Course work, clinical performance, and competence in general professional practice, as well as other professionally relevant qualities, are considered. The department may, upon recommendation of the student's major advisor or doctoral committee, require withdrawal from

¹ Dialectical Behavior Therapy by Marsha Linehan has a good model for interpersonal effectiveness called the "DEAR MAN" skills, which are used to help people deal with difficult interpersonal situations. These skills can be found on the following website: http://www.dbtselfhelp.com/html/ie_handout_8.html or in the DBT manual.

the program whenever the student's performance fails to reflect the potential for high-level professional contributions. Before any decision to require withdrawal is made final, a student must be given notice of inadequacies in his or her performance, advice as to appropriate remedial steps, and a reasonable opportunity to improve. On the other hand, receipt of one or more failing grades (C+ or below) in any semester or summer session may initiate a review by a student's major program area or department. Under such circumstances, the department may, upon recommendation of the student's major advisor or doctoral committee, require the student's immediate withdrawal from the program. (The same policy applies to professional development.)

University of Virginia Graduate Record

The University ombudsman's office has been established to provide students with a procedure for resolving their grievances with either the academic or student sectors of the University. An explanation of the process follows:

Students who have a grievance relating to a faculty member, department chair, or dean are invited to discuss their academic grievance in the following manner:

1. Concerns related to a faculty member that cannot be resolved between the two parties should be discussed with the department chair on a person-to-person basis;
2. If the concern is related to the department chair (in schools with departments), the grievance should be filed with the dean of the school;
3. If the concern is related to the dean of the school, the grievance should be filed with the Vice President and Provost;
4. If the level of concern relates to the Vice President and Provost, appropriate written documentation should be presented in writing to the President of the University.

University of Virginia Graduate Record

Students who have a grievance concerning the applicability of University regulations in the area of student affairs have the right to file a grievance according to the procedure listed below.

1. After discussing the situation with the assigned advisor, students' concerns related to a staff member in student affairs that cannot be resolved between the two parties should be discussed with the respective director or dean of the unit on a one-to-one basis;
2. Should the concern be related to the director or dean of the unit, the grievance would be filed with the Vice President and Chief Student Affairs Officer; and,
3. In circumstance number 1, if appropriate relief is not forthcoming, the next level of discussion should be with the Vice President for Student Affairs; and
4. Should the level of concern relate to the Vice President and Chief Student Affairs Officer, appropriate documentation should be presented in writing to the President of the University.

University of Virginia Graduate Record

FINANCIAL AID

Application Process

Graduate students who have been admitted to the graduate program and who wish to be considered for financial aid must complete the necessary application forms (FAFSA) prior to March 31 for the support to begin the following fall.

Although financial support is not guaranteed, aid is usually available. Application for financial assistance beginning the second year should be made through the Department of Human Services. In addition, students must inform the program director in writing of all financial aid applications they submit and any aid they receive (except for aid administered by the program).

Need-based Support

All students who are not dependents of their parents may qualify for need-based work-study and should file for work-study on the FAFSA form. Work-study money benefits the student as well as the program. Applications must be made through the university's financial aid office. The program makes efforts to balance the student's workload and academic commitments.

Summer Support

The program funds 30% of summer tuition costs. Students interested in other summer support need to begin looking early and should have alternate plans if support is not forthcoming. As stated previously, no outside work, whether paid or unpaid, is allowed unless it has been approved by the faculty.

Length of Possible Support

Students ordinarily receive financial support from the program for study prior to internship. For most students this will include four years of support. Financial support ordinarily will not be provided in the student's fifth year of enrollment, or during internship year. Students who are required to complete an additional year of residency due to probationary status may lose financial aid for that year.

Student Wage Duties

Students paid a wage as part of their financial-aid packages are required to perform specific duties. For example, first-year students are required to serve as receptionist for the center during evening hours for one year, from September 1 to August 31.

Registration Requirements

Students must be registered full time in order to qualify for fellowships during the academic year. Some loans also have registration requirements that specify the minimum number of registered hours. Students are responsible for obtaining information pertaining to registration requirements for any loans that they receive.

State Residency

To become eligible for in-state tuition, an independent student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the

date of the alleged entitlement, he/she was domiciled in Virginia and had abandoned any previous domicile, if such existed.

—Section 23-7.4, *Code of Virginia* (edited)

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

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

A student who meets the criteria for resident tuition during his or her course of study in this program is not automatically reclassified to such status, but rather must request such classification, using questionnaires available from the Committee on Virginia Status of University Students in Peabody Hall. For more information, go to <http://www.virginia.edu/undergradadmission/status.html> or call (434) 982-3391.

Sources of Funding for Financial Aid

The program utilizes funding from a variety of sources. These include funds provided through the Curry School of Education, the Center for Clinical Psychology Services, as well as grants and contracts generated by our faculty and students. Students are encouraged to seek external funding designed for doctoral students. Not only is this a needed additional source of revenue for the student and for the program, but it is also important training for later professional life.

Students are given information regarding the size of their financial assistance when they are admitted and prior to each successive year in the program. If a student is successful in obtaining additional external funding that covers tuition and wages, these funds are considered as part of the student's financial aid, and existing wages from the program may be affected. The extent to which previous levels of funding are combined with new funds are determined on a case by case basis in consultation with the student.

Program financial aid is governed by University and School policies that may limit the sources and amount of student support. Furthermore, in some cases student loan amounts may be reduced by the financial aid office in response to increases in program support.

The program contracts with agencies in the region for services provided by graduate students.

The revenue from these contracts is an important source of funding for doctoral students.

When a student elects to undertake a practicum that does not provide revenue either directly to the student or to the program, their program financial aid package may be reduced.

Payment for Clinical or Research Activities Beyond Usual Load

Where possible, the program makes opportunities for additional funding of students who take on additional clinical or research activities that are beyond expectations for clinical or research training. For example, the Center may have opportunities for additional assessments, beyond those required for each student as part of assessment training. Individual research labs may have work opportunities that involve work that is beyond the established research requirements. In these cases students may be compensated above their promised packages, and in accordance with funding available for the additional work.

Any such additional work, whether paid or unpaid, must be approved by the student's advisor.

CLINICAL-SCHOOL PSYCHOLOGY ADDITIONAL COURSEWORK AND POLICIES

The following additional policies and requirements are applicable to those students who elect the clinical-school psychology training track. The training is designed to meet school psychology standards of the National Association of School Psychologists (NASP) as well as those of the Virginia Department of Education. Copies of documents detailing these standards are available from the coordinator of school psychology training, Dr. Reeve.

Our model of training is based on the assumption that the school psychologist is a generic psychologist with a special interest in the educational setting and all individuals involved in the educational process. Further, it recognizes that to function adequately in the role of a school psychologist, each student needs to acquire specialized knowledge and experience beyond that expected of other psychologists. With these assumptions in mind, the faculty has specified course and practicum/internship requirements in addition to those required for the regular clinical psychology doctoral program.

Matriculation

In order to be considered for the school psychology program, students in the Curry Programs in Clinical and School Psychology must inform Dr. Reeve of their intent to pursue school psychology training by the beginning of their second year of doctoral study. Regular contact with Dr. Reeve thereafter will be required in order to ascertain that coursework and practica/internship experiences will satisfy the requirements in school psychology. Dr. Reeve must sign off on the student's Record of Progress at the conclusion of the program in order for the student to receive endorsement in school psychology from the program.

Course Requirements

1. In addition to coursework required for the Ph.D. in clinical psychology, students must complete work in the following areas:
 - A. Human exceptionalities
 - B. Educational foundations (including instructional and remedial techniques, education of exceptional learners, and organization and administration of schools)
 - C. Professional school psychology (including roles and functions of school psychologists and history of school psychology)
2. Typically, this content is obtained through the following coursework:
 - EDIS 8850—Special Topics: Teaching Methods
 - EDHS 8750—Psychological Interventions and Consultation in the SchoolsChoose two one-credit courses from the following:
 - EDIS 5100—Characteristics of Emotional and Behavioral Disorders
 - EDIS 5110—Characteristics of Learning Disabilities
 - EDIS 5120 Characteristics of Intellectual Disabilities: Methods & Curriculum
3. Other courses may be substituted if it is clear that the content covers the areas specified above. Students should consult with Dr. Reeve if a substitution is being considered.

Additional Expectations

Since school psychologists typically function in a pluralistic, multicultural environment, it is critical for all students to learn about and experience cultural diversity. Exposure to issues in psychological assessment and intervention with different cultural and ethnic groups will be provided in all core courses. Practicum and internship placements will be selected to ensure that students will interact with divergent groups. In addition, students will participate in the regularly scheduled training in multicultural issues in education/psychology provided by the Center for Clinical Psychology Services.

Internship

In order to meet the NASP requirements for school psychology internship, students must complete an internship of at least 1200 hours, at least one-half of which must be in a school setting. We require that students in the clinical-school track complete a ½-time internship for 39 weeks in a local school system during their 3rd or 4th year (780 hours). In *addition*, students complete a 12-month full time internship in an APA approved setting working extensively with children/adolescents.

While on half-time internship in the schools, interns will work under the supervision of an experienced, credentialed (i.e., licensed by Virginia Department of Education) school psychologist. All written work will be approved and co-signed by the supervisor. A minimum of one hour per week of supervision is required on site. The school division is expected to provide interns with office space, equipment and supplies, clerical support, and access to ongoing professional development opportunities consistent with those provided for full-time professional staff of the division. Interns are expected to become familiar with and to abide by school-division policies and procedures. They also are to be knowledgeable about and to conduct themselves in accordance with the standards of the National Association of School Psychologists and the APA. Ongoing interaction among the school division, the Curry Programs in Clinical and School Psychology, and the intern will ensure that students receive high-quality training experiences. Formal written evaluations of the intern's performance will be submitted by the supervisor to Dr. Reeve at least twice during the academic year. A written contract detailing rights and responsibilities of the parties will be signed by the intern, the program director (Dr. Reeve), and the responsible official from the school division.

During the school psychology internship year, students will have the opportunity to work with a broad and diverse range of students in both regular and special-education settings. Activities will include assessment, counseling, parent and teacher consultation, and behavior management.

Prior to placement in a school internship, the program enters an agreement with the school agency to ensure that there is a clear understanding of the expectations for training. A written contract, signed by both the school and program officials, specifies the period of appointment and any terms of compensation, and conditions for supervision of work. This contract also specifies that the school agency will provide a safe and secure work environment, adequate office space, and other appropriate professional support. Program faculty and agency supervisors are committed to providing excellent school psychology training with continuous opportunity for growth and development.

Other School Psychology Program Requirements

Some of these are redundant with requirements specified elsewhere in this handbook; they are included here for convenience.

- Students' programs must include at least 90 semester hours of graduate credit, not counting internship and dissertation hours. When remedial coursework is required, the extra credits are in addition to the 90 hours.
- No courses below the 5000 level will be counted toward the degree. No more than three courses at the 5000 level will be counted.
- All students will complete supervised practica in school settings under the guidance of certified school psychologists during their first year in the program. A weekly practicum seminar at the university under the direction of Dr. Reeve will be part of that experience. The seminar consists of didactic information about the profession of school psychology, as well as the relationship of school psychologists to other professionals in the school setting.
- During residency at the University, students are required to take the National School Psychology Examination administered by the Educational Testing Service, and provide an official score report to Dr. Reeve. Students must achieve a passing score (165) in order to continue in the clinical-school track. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service. More information is available at <http://www.nasponline.org/certification/etsinfo.aspx>

Appendix of Forms