The Curry Program in Clinical and School Psychology currently is fully accredited as a Combined Program in Clinical and School Psychology by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002. Telephone (202) 336-5979.
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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 accreditation policies or requirements, state licensing requirements, university policy or other university requirements, or changes in training resources or capabilities of the Curry Program 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 Bavaro 212; this will become part of your permanent file.

ACADEMIC CALENDAR, 2014-2015

www.virginia.edu/registrar

**Fall 2014**
- Curry School Orientation: Friday, August 22
- Clinical Psychology Orientation: Friday, August 22
- Program Completion Celebration: Sunday, August 24
- School-wide meeting, Picnic: Monday, August 25
- Classes begin: Tuesday, August 26
- Reading days: Saturday, October 11 - Tuesday, October 14
- Thanksgiving recess: Wednesday, November 26 - Sunday, November 30
- Classes end: Friday, December 5
- Reading Day: Sunday, December 7
- Exams: Monday, December 8 - Tuesday, December 16

**Spring 2015**
- Classes begin: Monday, January 12
- Martin Luther King Day (no classes): Monday, January 19
- Interview days for new applicants: Friday, February 20, 27 (tentative)
- Spring recess: Saturday, March 7 - Sunday, March 15
- Spring banquet: Saturday, April 18
- Classes end: Tuesday, April 28
- Reading Day: Wednesday, April 29
- Exams: Thursday, April 30 - Friday, May 8
USEFUL INFORMATION

Curry Programs in Clinical and School Psychology
P.O. Box 400267, Charlottesville, VA 22904-4267 (for regular mail)
417 Emmet Street South, Charlottesville, VA 22904-4267 (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 vat3w
Renfroe, Lynn (Department Chief of Staff) 4-6254 Bavaro 212 ldr9t

Sheila C. Johnson Center for Human Services
Bellah, Mary Beth (Clinical Administrator) 4-0806 SJC B010 mb4q
Carpenter, Patty (Center Manager) 4-1406 SJC B061 phe2r
Gibbs, Kristen (Receptionist/Cashier) 4-6354 SJC B001 keg3w
Matthews-Rurak, Joyce (Grad. Training Coordinator) 4-0783 SJC B022 jam7zw
Morris, Trudy (Receptionist/Assessment Intake) 4-7034 SJC B001 tm2p
Riddle, Crystal (Billing Specialist) 2-4507 SJC B059 clr7z

Faculty
Blodgett, Julia 4-0916 SJC B061 jab2h
Downer, Jason 4-0792 Ruffner 254 jd2fe
Lawrence, Winx 4-7034 Ruffner 228 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 218 pht6t
Williford, Amanda 3-9553 Ruffner 244 apw2c

Dean’s Office
Admissions & Student Affairs 4-3334 Ruffner 102
Sprouse, Sheilah 4-0740 Ruffner 102C sgs9w

University
University Operator (from inside) 0
University Operator (from outside) 924-0311
SIS (Student Information System) 4-4357 http://www.virginia.edu/sis/
ITS Help Desk 4-4357 http://www.its.virginia.edu/helpdesk/
Registrar 4-4122 www.virginia.edu/registrar
Student Financial Services 2-6000 http://sfs.virginia.edu/
Summer Session Office 4-3371 www.virginia.edu/~summer/
# TIMELINE—MILESTONES AND IMPORTANT DATES

## First Year

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Study APA <em>Publication Manual</em> (<em>6th</em> Edition) and workbook</td>
</tr>
<tr>
<td>Summer or early fall</td>
<td>Students with relevant prior graduate work may petition faculty to transfer credits.</td>
</tr>
<tr>
<td>August 22</td>
<td>Orientation meetings.</td>
</tr>
<tr>
<td>August 22</td>
<td>Students indicate if they wish to pursue the clinical-school psychology track.</td>
</tr>
<tr>
<td>August 26</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>August 29</td>
<td>Desk duty begins and continues for one <strong>calendar</strong> year.</td>
</tr>
<tr>
<td>September</td>
<td>Start Record of Progress and clinical logs.</td>
</tr>
<tr>
<td>September</td>
<td>Consult with advisor regarding predissertation project and devise timetable.</td>
</tr>
<tr>
<td>Early fall</td>
<td>Complete HIPAA online training as outlined in correspondence from Center manager.</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>December 15</td>
<td>Turn in workbook for APA style manual.</td>
</tr>
<tr>
<td>January</td>
<td>Complete annual student review form.</td>
</tr>
<tr>
<td>Mid January</td>
<td>Begin first-year practicum in area school.</td>
</tr>
<tr>
<td>March 1</td>
<td>Deadline for acquiring second reader for predissertation.</td>
</tr>
<tr>
<td>March 31</td>
<td>UVa and FAFSA financial aid applications due.</td>
</tr>
<tr>
<td>April 1</td>
<td>Predissertation proposal deadline—when approved, faculty sign Record of Progress for master’s comprehensive examination.</td>
</tr>
<tr>
<td>May 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>Late spring</td>
<td>Register for summer classes.</td>
</tr>
<tr>
<td>Early summer</td>
<td>Register for fall classes.</td>
</tr>
</tbody>
</table>
### Second Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1</td>
<td>Center for Clinical Psychology Services (CCPS) practica begins.</td>
</tr>
<tr>
<td>July-August</td>
<td>Required summer classes and clinical site visits (schedule to be determined).</td>
</tr>
<tr>
<td>August 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>September-June</td>
<td>Coursework, completion of predissertation, CCPS practicum.</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>January</td>
<td>Complete annual student review form.</td>
</tr>
<tr>
<td>March 31</td>
<td>UVa and FAFSA financial aid applications due.</td>
</tr>
<tr>
<td>May 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>June 30</td>
<td>End of CCPS practica.</td>
</tr>
<tr>
<td>July 1</td>
<td>Predissertation article submitted for publication (probation if deadline not met).</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-September</td>
<td>Begin third-year practicum (start dates vary according to site)</td>
</tr>
<tr>
<td>August 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>Fall</td>
<td>Meet with faculty to discuss comprehensive examination.</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>January</td>
<td>Complete annual student review form.</td>
</tr>
<tr>
<td>Spring</td>
<td>Establish dissertation committee and chair.</td>
</tr>
<tr>
<td>March 31</td>
<td>UVa and FAFSA financial aid applications due.</td>
</tr>
<tr>
<td>May 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>Fall</td>
<td>Take Teaching Center seminar on college teaching to prepare for Teaching portion of doctoral comps.</td>
</tr>
</tbody>
</table>
### Fourth Year—See also “Important Dates for Dissertation Defense and Ph.D. Graduation” and “Important Dates for Internship”

<table>
<thead>
<tr>
<th>July-September</th>
<th>Begin fourth-year practicum (start dates vary according to site).</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>2 weeks prior to dissertation proposal defense</td>
<td>Give program administrative assistant (1) title of dissertation and (2) notice of intended date, time, and place of defense.</td>
</tr>
<tr>
<td>October 15</td>
<td>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.</td>
</tr>
<tr>
<td>October 15</td>
<td>Approval to apply for internship.</td>
</tr>
<tr>
<td>October-November</td>
<td>Applications sent to internship sites</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>December/January</td>
<td>Internship interviews. Complete annual student review form.</td>
</tr>
<tr>
<td>2nd week in February</td>
<td>Phase I - Deadline for internship rank-order submission.</td>
</tr>
<tr>
<td>4th week in February</td>
<td>Phase I - Applicants learn where they have matched.</td>
</tr>
<tr>
<td>4th week in March</td>
<td>Phase II - Deadline for internship rank-order submission.</td>
</tr>
<tr>
<td>late March/April</td>
<td>Phase II - Applicants learn where they have matched.</td>
</tr>
<tr>
<td>March 31</td>
<td>UVa and FAFSA financial aid applications due.</td>
</tr>
<tr>
<td>May 1</td>
<td>Clinical 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.</td>
</tr>
<tr>
<td>Late May</td>
<td>File intent to enroll in summer session in order to use ISIS by phone.</td>
</tr>
<tr>
<td>June 1</td>
<td>Preferred date by which dissertation is defended.</td>
</tr>
<tr>
<td>Prior to departure</td>
<td>File check-out with Center Director for all Center clients.</td>
</tr>
<tr>
<td>August 30</td>
<td>All coursework must be completed.</td>
</tr>
</tbody>
</table>

### 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 each semester. Before and during semester of final defense: 12 hrs dissertation. After successful final defense: non-resident “continuing enrollment” (contact Sheilah Sprouse for assistance). |
## Important Dates for Dissertation Defense and Ph. D. Graduation

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dissertation registration</strong></td>
<td>Be sure you are enrolled as Continuing Enrollment in the semester in which you plan to graduate.</td>
</tr>
<tr>
<td><strong>6-10 weeks prior to final defense</strong></td>
<td>Schedule final defense with committee members. Work with Vickie to reserve a room for two hours. AV equipment needs to be reserved through ETO at 434.924.7086.</td>
</tr>
<tr>
<td><strong>6-10 weeks prior to defense</strong></td>
<td>Acquire copy of doctoral dissertation guidelines published on the Curry School website, which summarizes formal procedures.</td>
</tr>
<tr>
<td><strong>2 weeks prior to final defense</strong></td>
<td>Final copy of dissertation to each committee member. <em>This must be a hard copy; do not send electronic copies that must be printed by committee members.</em></td>
</tr>
<tr>
<td><strong>2 weeks prior to final defense</strong></td>
<td>Schedule and announce dissertation final defense. Submit form to Sheilah Sprouse at least two weeks prior to defense (<a href="http://curry.virginia.edu/uploads/resourcelLibrary/defense_announcement.pdf">http://curry.virginia.edu/uploads/resourcelLibrary/defense_announcement.pdf</a>). <em>This is a university requirement. Failure to do so can result in having to reschedule your defense and a later graduation time. Consult Curry School dissertation guidelines for more details.</em> Give Vickie a copy of this information for program records.</td>
</tr>
<tr>
<td><strong>Day of Defense</strong></td>
<td>Bring Record of Progress and two copies of signature page. Good luck!</td>
</tr>
<tr>
<td><strong>One year after defense</strong></td>
<td>If dissertation has not been submitted for publication, the dissertation chair or co-chair may elect to write up and submit results (see page 26).</td>
</tr>
<tr>
<td><strong>June 1</strong></td>
<td>Deadline to apply for graduation. Download form at <a href="http://curry.virginia.edu/resource-library/graduation-info">http://curry.virginia.edu/resource-library/graduation-info</a> and send to Sheila Sprouse in the Dean’s Office.</td>
</tr>
<tr>
<td><strong>July 1</strong></td>
<td>Deadline for final defense (August graduation).</td>
</tr>
<tr>
<td><strong>August 1</strong></td>
<td>Completed, signed dissertation and other required materials to Sheilah Sprouse (August graduation). <em>Have Sheilah sign the Record of Progress, then turn your completed Record of Progress in to Vickie for the program files.</em></td>
</tr>
<tr>
<td><strong>NOTE</strong></td>
<td>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 must be enrolled as Continuing Enrollment. 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.</td>
</tr>
</tbody>
</table>
**Important Dates for Clinical Psychology Internship**

<table>
<thead>
<tr>
<th>Application Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
</tr>
<tr>
<td>October</td>
</tr>
<tr>
<td>Four weeks prior to first application deadline</td>
</tr>
<tr>
<td>October 15</td>
</tr>
<tr>
<td>December</td>
</tr>
<tr>
<td>January</td>
</tr>
<tr>
<td>2nd week in February</td>
</tr>
<tr>
<td>4th week in February</td>
</tr>
<tr>
<td>4th week in March</td>
</tr>
<tr>
<td>late March/April</td>
</tr>
<tr>
<td>May</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
</tr>
<tr>
<td>December 1</td>
</tr>
<tr>
<td>January 20</td>
</tr>
<tr>
<td>May 1</td>
</tr>
<tr>
<td>June 1</td>
</tr>
<tr>
<td>July 1</td>
</tr>
<tr>
<td>August 1 or end of internship</td>
</tr>
<tr>
<td>End of internship</td>
</tr>
</tbody>
</table>
CURRICULUM AND RELATED EXPERIENCES

The Curry Program in Clinical and School Psychology is fully accredited by the American Psychological Association as a Combined Program in Clinical and School 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. Students may alternately elect our general clinical track that provides core training in clinical psychology but does not require as much 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 Program 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 academic 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 Educational Statistics II: Experimental Design
EDLF 8310 Correlation and Regression: Statistics III
EDLF 8350 Educational Statistics IV: Multivariate (or alternate advanced statistics course)
Additional advanced statistics class. Options:

- EDLF 8340 Measurement Theory
- EDLF 7404 Qualitative Analysis
- EDLF 8361 Structural Equation Modeling
- EDLF 8440 Advanced Qualitative Analysis
- EDLF 7402 Program Evaluation

*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 (one course required):

- GNUR 6251 Biological Basis of Mental Health and Mental Illness
- EDHS 8500 Biological Bases of Human Behavior

Cognitive-affective Bases of Behavior (one course required):

- EDLF 5500 Cognitive Psychology of Education
- PSYC 7300 Cognitive Psychology

Social Bases of Behavior (one course required):

- EDHS 8500 Social Ecology: Schools and Community and Child Development
- PSYC 7600 Proseminar in Social Psychology

Individual behavior (two courses required):

*Required:*
- EDHS 7680 Psychopathology

*Developmental (one required):*

- EDLF 7160 Life Span Development
- PSYC 8650 Social and Personality Development
- EDLF 7200 Child Development

Clinical Core (all courses required):

- EDHS 5500 Selected Topics: Diversity Issues in Clinical Psychology
- EDHS 7630 Seminar: Professional Issues in Psychology
- EDHS 7640 Cognitive Assessment
- EDHS 8500 Clinical Supervision (1 credit)
- EDHS 8640 Principles of Psychotherapy
- EDHS 8660 Personality Assessment I
- EDHS 8670 Personality Assessment II
- EDHS 8710 Consultation (1 credit)
- EDHS 8730 Family Theory and Therapy
- EDHS 8750 Psychological Interventions in the Schools
- EDHS 9750 Seminar in Clinical and School Psychology
- EDHS 9761 Child Therapy

Affective Aspects of Behavior (both required):

- EDHS 7680 Psychopathology
- EDHS 9750 Seminar in Clinical and School Psychology
Optional Electives:
- EDHS 8740 Advanced Family Therapy
- EDHS 8710 Neuropsychological Assessment

Directed Research:
- EDHS 9995 Independent Research (with research mentor)
- EDHS 9999 Doctoral Dissertation

Practicum
- EDHS 8690 Practicum in School/Clinical Psychology
- EDHS 8700 Practicum in Clinical Psychology

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 43). Areas covered:
- Curriculum/teaching methods (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)
- 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.
## Course 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 credit hours. The following course list should serve as a guideline for course registration for the 2014-2015 school year. Students should register for the following courses, unless otherwise instructed by their academic advisor or the program director.

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLF 7300 Foundations of Educational Research</td>
<td>EDHS 7630 Professional Issues</td>
<td>EDHS 8700 Practicum (3 credits)</td>
</tr>
<tr>
<td>EDHS 7680 Psychopathology</td>
<td>EDHS 9761 Child Therapy</td>
<td></td>
</tr>
<tr>
<td>EDHS 7640 Cognitive Assess</td>
<td>EDLF 8310 Statistics II</td>
<td></td>
</tr>
<tr>
<td>EDLF 8300 Statistics II</td>
<td>EDHS 8750 Psych Intervention and Consultation in School</td>
<td></td>
</tr>
<tr>
<td>EDHS 9750 Sem in Clin Psych (1 credit)</td>
<td>EDHS 9995 Research (1 credit)*</td>
<td></td>
</tr>
<tr>
<td>EDHS 9995 Research (1 credit)*</td>
<td>EDHS 8690 School/Clinical Practicum</td>
<td></td>
</tr>
<tr>
<td>EDHS 7290 Essential Counseling Skills</td>
<td>Optional: Basic-science in social or developmental</td>
<td></td>
</tr>
<tr>
<td>EDHS 7291 Essential Counseling Skills Lab (1 credit)</td>
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### Second Year

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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>EDHS 8640 Advanced Psychotherapy</td>
<td>EDHS 8730 Family Therapy</td>
<td>EDHS 8700 Practicum (3 credits)</td>
</tr>
<tr>
<td>EDHS 8660 Personality Assess I</td>
<td>EDHS 8661 Personality Assess II</td>
<td>EDHS 8710 Consultation</td>
</tr>
<tr>
<td>EDHS 8500 Biological Bases</td>
<td>EDHS 5500 Diversity Issues in Clin Psych</td>
<td>EDHS 8500 Clinical Supervision</td>
</tr>
<tr>
<td>EDHS 5500 Issues in Clinical Psych</td>
<td>EDHS 9995 Research (1 credit)*</td>
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<tr>
<td>EDHS 8350 Statistics IV</td>
<td>EDHS 8700 Practicum (3 credits)</td>
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<tr>
<td>EDHS 9995 Research (1 credit)*</td>
<td>Basic-science in social or developmental</td>
<td></td>
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<tr>
<td>EDHS 8700 Practicum (3 credits)</td>
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### Third Year

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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Basic science course in social or developmental, if needed</td>
<td>Basic science course in social or developmental, if needed</td>
<td>EDHS 8700 Practicum (3 credits)</td>
</tr>
<tr>
<td>EDHS 9998 Doc Research Apprenticeship (up to 12 credits)</td>
<td>EDHS 9999 Dissertation (up to 12 credits)</td>
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<tr>
<td>Optional: Adv Family Therapy Clinical Team (not a registered course)</td>
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### Fourth Year

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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>EDHS 9999 Dissertation (12 credits)*</td>
<td>EDHS 9999 Dissertation (12 credits)*</td>
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*This course typically offered in alternating years.
**Basic-science course in either social or developmental area.
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 website.

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. A minimum of three years must be in full-time residency on grounds. Students also must complete a year-long internship prior to graduation.

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.

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 6 credits, including coursework and up to 3 credit hours Practicum (EDHS 8700). Rising third- and fourth-year students enroll for 3 credits of practicum (EDHS 8700) in the summer. All students take Consultation and Clinical Supervision in the summer following first or second year. Students may choose to enroll for additional courses during the summer. Students in the Clinical-School track also take Teaching Methods in the summer following either first or second year.

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 minimum 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 dissertation-research hours. Students on internship who have successfully defended their dissertation may enroll in Nonresident Student Status, ("Continuing Enrollment") at a substantially reduced fee. However, students with loans are cautioned to check to be certain that this status does not trigger the loan repayment process. Students should register for 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.

Nonresident Student Status

The program uses this status 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. Students on Internship may also use this status in the semester(s) after successful defense of the dissertation. 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 state or national conventions.

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.

Advanced Standing

Students who enter the program with any form of advanced standing (e.g., prior graduate coursework, master’s degree) may 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. For more information regarding the predissertation project, see page 20-21.

Proposal due date: April 1 of the first year.

The Doctoral Comprehensive Examination

Beginning with the 2013-2014 academic year, a new format for Comps was implemented. Some details of the new procedures are still being worked out. However, the examination will consist of two parts. Students must pass both parts in order to have successfully passed the doctoral comprehensive examination.

• All students are required to assist in organizing and teaching an undergraduate level psychology course. The University offers a college teaching seminar each fall, and students in their third year must enroll in this seminar. Students will then work with an instructor to assist in developing the syllabus for the course to be offered in the spring semester of third year. They then will be required to teach three class periods of the course. Feedback will be given after the first session by the instructor. The second and third class sessions will be observed by two core faculty members. They will independently rate the quality of the instruction on a 10-point scale. In order to pass this part of the comps, a mean rating of 7.0 or better is required. If a student receives a lower
score, they must teach an additional session of the course, or of another course, depending on the particular circumstances.

- During the second semester of third year students are to write a paper on an important current issue in the field, as assigned by the faculty. The paper will be in the range of 15-20 double-spaced pages, not including references. Grading will be done independently by two core faculty, with a minimum passing grade of 7.0 (averaged across the graders). A lower grade will result in a re-write, with feedback provided by the student’s advisor.

**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 three and one-half years of part-time practicum and one year of full-time internship. 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 under supervision of licensed school psychologists during the spring semester. Students also gain assessment experience in the spring by administering educational testing to clients in the Center, under the supervision of an advanced student and a licensed clinical psychologist. 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.

*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 beginning early in the first semester. During the academic year and following summer, students complete three full assessments under the supervision of a licensed faculty member and an advanced student.
supervisor. The student is expected to assume primary responsibility for determining the methods and tools to be used in the assessment and to review these decisions with the faculty supervisor. The student carries the case through feedback and any necessary follow-up. Further information regarding assessment procedures and students' responsibilities are detailed in the Center for Clinical Psychology Services Assessment Manual, which is provided to students at the beginning of the second year.

Second-year students also carry an average of two ongoing psychotherapy cases in the SJC. One hour of supervision per week is provided for these cases by core or adjunct faculty supervisors.

**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.

Practicum during the third and fourth years runs from July 1 to June 30 of the following year. Second- and third-year students meet with Ron Reeve in March to discuss placement options for the following year. Students may be required to interview at practicum sites of interest. Practicum placement is determined based upon a combination of factors, including agency availability, along with the students' preferences and need for breadth of clinical training.

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 third and fourth year assessments involve a faculty supervisor; however, the student is expected to assume primary responsibility for determining the methods 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.

Students enroll for practicum credits continuously throughout the first two and one-half years; during the third year and 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. In all cases, the internship must be completed within two years.

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 each semester. Prior to defending the dissertation, a student should register for 12 hours of dissertation (EDHS 9999); after successfully defending the dissertation, a student should register for "continuing enrollment." A special reduced tuition rate is charged for dissertation credit, and a further reduced rate is charged for continuing enrollment. (Before registering for Continuing Enrollment, check to be sure this status does not trigger loan repayment.) If the dissertation defense occurs prior to internship, students may enroll for continuing enrollment status both semesters.

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 37-38.

File Check-Out Prior to Departure for Internship

All students are required to present their clinical files for review to the Center Director prior to departure for external internship. The Center Director 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 Director 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 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; the registration fee is provided by the program.

Instructions for New Members:
2. Enter your information (make sure you select "University of Virginia - Curry School" from the school list. (If you don't see the option for "Authorization Key" then the school you selected is not correct.
3. Enter Authorization Key: SNQR-4736-MYTU-8828
4. Click "Sign Up With Authorization Key."
5. You will receive a welcome email from Time2Track with instructions on getting started.

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 four tabs at the top of the screen (Activities, Clients, Assessments, Reports). 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 Clients 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 schedules 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 can see a quick overview of your data (Activity Summary), your clients
(Demographic Summary), as well as viewing this information in combination (Detailed Summary). You can also view a list of your clinical activities by date (Activity Details); this page can be printed to assist in your submission of clinical logs. Several pages allow you to filter data. You can also see the data organized for easy transfer onto the APPIC application (AAPI View).

**Frequently Asked Questions about Time2Track:**

1. 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.*

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

   *You can log that time as supervision of other students.*

3. How would I log a presentation I made to people in a clinical setting? Let's 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.*

4. 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.*

5. How do I log course work or practica like the First Year Summer Practicum Course (“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.*

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

7. How do I log Center Staff?

   *Center Staff is not just one thing. Some meeting will be seminars, some will be logged 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.*
8. 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._

There is a “help sheet” produced regularly by students in consultation with Faculty to update changes, which occur regularly in T2T. These will be available as they are updated.

Time2Track now interfaces with the APPI internship applications. This will make life easier for you if you are careful in your entries. It will continue to be revised by Time2Track and APPIC over the next few years.

**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, unless the research question is better addressed through qualitative methodology. This proposal, which is due April 1 of the first year, also serves as the master’s comprehensive examination (see page 13-14). 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.

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 must enroll every semester until they graduate (not including summers). Students must be enrolled for academic 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:

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.
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 Office of Admissions and Student Affairs, Curry School of Education, Bavaro 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.

Three Paper Dissertation Option

The Curry School allows a three-manuscript option in lieu of a more traditional dissertation. Many program students select this option. The predissertation and two subsequent journal article length research papers are produced and submitted for publication in referred journals. The third manuscript then is considered the dissertation. The student’s dissertation proposal consists of a summary of the first two studies, a “linking” statement detailing how the projects logically follow a theme, and the proposal for the third study. Details regarding the three manuscript option are in the Curry Dissertation Manual under the Resources sections of the Curry website.

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 three 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, students whose research interests and projects call for a qualitative approach are strongly encouraged to take a qualitative research
course. Third, students may take a qualitative research course as their fourth advanced statistics class.

**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.
- Attend at least four presentations during the year on relevant research in clinical and/or school psychology. Presentations may include those from Youth-Nex, 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.
- Attend at least four presentations during the year on relevant research in clinical and/or school psychology. Presentations may include those from Youth-Nex, 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.

*Third- and fourth-year students:*

- During Fall of third year, students present their pre-dissertation results at the annual program research colloquium.
- 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 Youth-Nex, 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.
PERFORMANCE STANDARDS

Ethical Standards

Students are expected to adhere to APA and NASP 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 31. 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 Program 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 and school 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 Program’s 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 and submit 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 research and 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 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.

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 research 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. Students are expected to devote approximately 10 hours per 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, in January, 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.
- Annual feedback letters or summaries
- Evaluation forms from practicum settings
- Notices of results of examinations
• General correspondence

Access

Students’ main advisement and program record files will be maintained in Bavaro 212. Students will have access to their files in that room only; files may not be removed from the office.

Student Association

Membership in the Curry Program 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. Each cohort elects a representative to serve as their liaison to the faculty.

Conflict Resolution

The Program in Clinical/School Psychology community strongly believes 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 resolution\(^1\) 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 Program 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 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 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;

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\(^1\) 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](http://www.dbtselfhelp.com/html/ie_handout_8.html) or in the DBT manual.
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.  
Financial aid typically is provided for all students. 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**

Students who are not dependents of their parents sometimes 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 a minimum of 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 typically 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 Office of 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.

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 employment 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

Students in the Curry Program in Clinical and School Psychology must inform Dr. Reeve of their intent to pursue the clinical/school 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. 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 Schools
   Choose 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 and Virginia Department of Education 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/APPIC 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
Appendix of Forms
RECORD OF PROGRESS
Ph.D. in Clinical Psychology
University of Virginia
Curry Programs in Clinical and School Psychology

Note: This document does not include all program policies and procedures as specified in the Student Handbook. This document serves as a guide and record for major program requirements and milestones.

Name: _______________________________________________________________________
Advisor: _____________________________ Date admitted to Ph.D.: __________________
Undergraduate institution: _______________________________________________________
Graduate institution: ___________________________________________________________
GRE scores: Verbal _____ Quantitative _____ Analytical _____ Psychology _____
Permanent Address: _____________________________________________________________
                                                ______________________________________________________________
Current Local Address: __________________________________________________________
                                                ______________________________________________________________

1. **MASTER’S EXAMINATION** (pre-dissertation proposal due April 1 of first year; does not apply to advanced standing students with thesis). *Advisor must initial:* ______
   _____ Pass M.Ed. examination
   _____ M.Ed. not applicable

2. **PREDISSERTATION RESEARCH PROJECT** (absolute deadline: July 1 of second year; does not apply to advanced-standing students with faculty-approved thesis)
   Date of approved proposal: ___________________ Date completed: ________________
   Pre-dissertation title (please print): _____________________________________________
   __________________________________________________________
   Signature/research supervisor: ___________________________ Date: ________________
   Signature/reader: _______________________________________ Date: ________________
3. **PROGRAM OF STUDY** (the Ph.D. program requires continuous enrollment. If no credit is earned in a given semester, you must reapply. All requirements must be completed within four years after passive comprehensive examinations and within seven years of admission to the Ph.D.)

<table>
<thead>
<tr>
<th>Research Design and Methodology, Statistics, and Measurement (4 courses; two typical sequences below)</th>
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<tbody>
<tr>
<td><strong>Sequence 1</strong></td>
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<tr>
<td>EDLF 7300</td>
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<td>EDLF 8300</td>
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<td>EDLF 8310</td>
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<td>EDLF 8350</td>
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</tbody>
</table>

*Additional advanced statistics class. Options:*  
- EDLF 8340 | Measurement Theory  
- EDLF 7404 | Qualitative Analysis  
- EDLF 8361 | Structural Equation Modeling  
- EDLF 8440 | Advanced Qualitative Analysis  
- EDLF 7402 | Program Evaluation  
- PSYC 7760 | Applied Multivariate Methods  
- Other:  

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

<table>
<thead>
<tr>
<th>Biological Bases</th>
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</table>
| GNUR 6251 | Biological Bases of Mental Health/Mental Illness  
| EDHS 8500 | Biological Bases of Behavior  
| Other: |

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<thead>
<tr>
<th>Cognitive-affective Bases of Behavior (1 course required)</th>
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</table>
| EDLF 5500 | Cognitive Psychology of Education  
| PSYC 7300 | Cognitive Psychology  
| Other: |

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<tr>
<th>Social Bases of Behavior (1 course required)</th>
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| PSYC 7600 | Social Psychology  
| Other: |

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<tr>
<th>Individual Behavior (2 courses required)</th>
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<tr>
<td><strong>Required:</strong></td>
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</table>
| EDHS 7680 | Psychopathology  
| **Developmental (one course required)** |
| EDHS 9762 | Social and Affective Processes in the Development of Children  
| EDLF 7200 | Advanced Child Development  
| EDLF 8260 | Social Development in Context  
| PSYC 8650 | Social and Personality Development  
| PSYC 8480 | Social Ecology and Development  
| Other: |
### Clinical Core (all courses required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDHS 5500</td>
<td>Selected Topics: Issues in Clinical &amp; School Psychology-Diversity Issues</td>
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<tr>
<td>EDHS 7630</td>
<td>Professional Issues</td>
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<tr>
<td>EDHS 7640</td>
<td>Cognitive Assessment</td>
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<tr>
<td>EDHS 8500</td>
<td>Clinical Supervision (1 credit)</td>
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<td>EDHS 8640</td>
<td>Advanced Psychotherapy</td>
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<td>EDHS 8660</td>
<td>Personality Assessment I</td>
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<td>EDHS 8670</td>
<td>Personality Assessment II</td>
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<td>EDHS 8710</td>
<td>Psychological Consultation (1 credit)</td>
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<td>EDHS 8730</td>
<td>Family Therapy</td>
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<td>EDHS 8750</td>
<td>Psychological Interventions in Schools</td>
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<tr>
<td>EDHS 9750</td>
<td>Seminar: Topics in Clinical and School Psychology</td>
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<td>EDHS 9764</td>
<td>Seminar in Child Therapy</td>
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### Additional Optional Electives

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<th>Course Title</th>
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<tbody>
<tr>
<td>EDHS 8740</td>
<td>Advanced Family Therapy</td>
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<tr>
<td>EDHS 8510</td>
<td>Neuropsychological Assessment</td>
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</table>

### Notes:

- Other:
### Course Registration Plan – Clinical and School Psychology

- **Boldface courses are basic program requirements.**

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<tr>
<th>Requirement or course</th>
<th>Year 1 - Fall</th>
<th>Year 1 - Spring</th>
<th>Year 1 - Summer</th>
<th>Year 2 - Fall</th>
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**Note:** By fourth year, students should have completed formal coursework and typically register only for School Psychology Internship and/or Dissertation.
4. **PRACTICA**

<table>
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<tr>
<th>Year</th>
<th>Site</th>
<th>Supervisor</th>
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5. **RESEARCH** (specify courses and activities)

________________________________________________________

________________________________________________________

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6. **SCHOOL PSYCHOLOGY CERTIFICATION**  _____Yes  _____No

**Coursework:**

________________________________________________________

________________________________________________________

________________________________________________________

**Other:**

________________________________________________________

________________________________________________________

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________________________________________________________

Ronald E. Reeve  

Date
SCHOOL PSYCHOLOGY INTERNSHIP
Dates: _______________________________ to  _____________________________
Setting: _______________________________________________________________
Supervisor: ____________________________________________________________

PRAXIS EXAMINATION
Date:_____________________________ Score: ______________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Ronald E. Reeve Date

7. APPROVAL OF THE PROGRAM OF STUDY (must be signed at end of first year)
   Advisor Date
   Curry Programs Director Date

8. GROUP COUNSELING/THERAPY TRAINING EXPERIENCE (describe)
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   Advisor Date

9. TEACHING/PROFESSIONAL PRESENTATION EXPERIENCE (describe)
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   Advisor Date
10. **DOCTORAL COMPREHENSIVE EXAMINATION**
Date:__________________                          Passed ______

________________________________
Advisor  Date

11. **RESEARCH COMPETENCY** (examination or alternative)
Date:__________________                          Passed ______

Advisor:_____________________________________

12. **APPOINTMENT OF DISSERTATION COMMITTEE** (minimum of four UVa faculty appointed to the rank of assistant professor or higher, including one from your program area and at least one from outside the department ["outside member"]). To complete these appointments, fill out an orange Committee Appointment Card, and fill in below.)

Dissertation credit: Must maintain continuous enrollment in EDHS 9999, Dissertation Research, for a minimum 12 hours beginning in the spring of third year and continuing to graduation.

Chair:  ______________________________________
Print Name  Signature

Members:

________________________
Print Name  Signature

________________________
Print Name  Signature

________________________
Print Name  Signature

________________________
Print Name  Signature

________________________
Print Name  Signature
13. **DISSERTATION PROPOSAL**

Title (please print): ____________________________________________________________

Outcome of proposal defense: _____ Pass       _____ Fail      Date: ________________

Signatures of committee members (minimum of four)

Chair: _____________________________________________________________

Print Name                                   Signature

Outside Member: _____________________________

Print Name                                   Signature

Members: ___________________________________________________________

Print Name                                   Signature

Print Name                                   Signature

Print Name                                   Signature

Print Name                                   Signature

14. **SUBMITTED FOR REVIEW BY THE COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS**

Chair __________________________________________________________ Date

15. **ADVANCED TO CANDIDACY**

Advisor __________________________________________________________ Date

16. **APPROVAL TO APPLY FOR INTERNSHIP** (deadline October 15 of fourth year. All steps listed above must be completed before application for internship can be made)

Advisor __________________________________________________________ Date
17. **ANNOUNCEMENT OF DISSERTATION DEFENSE** (defense must be announced 14 days ahead, including list of committee members, date, location, time, and abstract. The final copy of the dissertation must be distributed 14 days before the defense. Defense is open to all faculty and students. This defense serves as the final examination.)

Submitted to Curry School Admissions Office:

__________________________________________________________  ________________
Secretary’s signature                                            Date

18. **DISSERTATION DEFENSE** (all requirements other than internship must be satisfied before the defense; all committee members must verify successful defense on Record of Progress).

Title (please print): __________________________________________

__________________________________________________________  ______________________________________
__________________________________________________________  ______________________________________
__________________________________________________________  ______________________________________

Outcome of final defense: Pass Fail Date: ________________

Signatures of committee members:

Chair: ______________________________________________________

Print Name                                               Signature

Outside Member: ____________________________________________

Print Name                                               Signature

Members: __________________________________________________

Print Name                                               Signature

Print Name                                               Signature

Print Name                                               Signature

Print Name                                               Signature

19. **PERIOD OF FULL-TIME RESIDENCE** (three years; minimum two consecutive semesters, 12 hours per semester, beyond master’s, plus one year full-time dissertation work)

Dates: _______________________ to _____________________

Signature of Program Director: ____________________________________________
20. **CLINICAL INTERNSHIP**
   Dates: _______________________ to _____________________

   Setting: ___________________________________________________

   Name of Internship Training Director: ________________________________

   Curry Programs Director of Clinical Training: ________________________________

   Signature: __________________________________

21. **COMPLETION OF CLINICAL LOGS**

   _______________________                             _______________________
   Date                                               Signature of Program Secretary or Director

22. **APPLICATION FOR DEGREE** (submitted to Curry School; must be signed by Dean’s Office. Check Graduate Record for deadlines. Note: You must be registered for credit, on Grounds, during the semester in which you hope to graduate.)

   Date submitted: ___________________ Anticipated Graduation Date: ___________________

23. **FINAL REVIEW OF THE RECORD OF PROGRESS BY THE DIRECTOR OF CURRY PROGRAMS**

   _______________________                             _______________________
   Date                                               Director

24. **FINAL REVIEW OF THE RECORD OF PROGRESS BY THE OFFICE OF ADMISSIONS AND STUDENT AFFAIRS**

   _______________________                             _______________________
   Date                                               Director of Graduate Studies

   _______________________                             _______________________
   Date                                               Curry School of Education
### General Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Record month/day of activity</th>
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<tbody>
<tr>
<td>Supr</td>
<td>Record the name or initials of supervisor. The supervisor is the individual who is supervising the specific entry you are making (e.g. assessment supervisor, clinical supervisor, practicum supervisor). If there is no supervisor for the activity (e.g. case planning activity) simply leave the column blank or mark as NA (not applicable)</td>
</tr>
<tr>
<td>Loc</td>
<td>Location of the encounter or clinical activity (e.g. CCPS, DeJarnette, Albemarle Schools). Devise abbreviations that you will be able to reconstitute when you review the log for internship applications.</td>
</tr>
</tbody>
</table>

### Client

| Code | Record a unique confidential code for client. If you are coding a group, give the group a unique code. For example, if you were running an eating disorders group at the prison, you might code it as EDPris. As with all abbreviations in your log, be sure that you will be able to reconstitute the full name from the abbreviation at a future date. |

### Assessment

<table>
<thead>
<tr>
<th>Intk</th>
<th>Time spent during diagnostic intake</th>
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<tbody>
<tr>
<td>Test</td>
<td>Time spent in administration of formal and informal assessment procedures.</td>
</tr>
<tr>
<td>Interview</td>
<td>Time spent in interviews with client or family members</td>
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<tr>
<td>Obs</td>
<td>Time spent observing client. Includes school observations which are part of assessment procedures.</td>
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<tr>
<td>Support</td>
<td>Support activities during assessment. Includes unsupervised planning time, scoring of data, report writing, phone calls, etc. Does NOT include supervision. Record supervision time under “Supv. Received.”</td>
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### Therapy

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<th>Hrs</th>
<th>Hours of face to face contact</th>
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<td>Use Code as Follows:</td>
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<td>I=individual therapy</td>
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<td>G=group therapy</td>
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<td>F=family therapy</td>
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<td>C= couples therapy</td>
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<td>S-Cn = School psychology consultation intervention (use only for school prac.)</td>
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<td>S-In = School psychology direct intervention (use only for school prac.)</td>
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<td>Oth= Other (make a note on log of specific alternate intervention).</td>
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<tr>
<td>Support</td>
<td>Support activities associated with therapy work. Includes time documenting records, making phone calls, consulting with previous therapists, etc. Does NOT include supervision time.</td>
</tr>
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</table>

### Supervision Received

| Indiv. | Individual face-to-face supervision from licensed “official” supervisor |
| Group | Supervision of several individuals on respective cases. |
| Peer | Supervision by fellow student or other peer (e.g. from student assessment supervisor) |

### Supervision Given

| Individ | Face-to-face time with a supervisee regarding specific clinical work which you are charged to supervise. |
| Reprt. Edit | Time spent editing reports or other supervisory activities which are not face-to-face with the supervisee. |

### Other

| Prac. Didact | Practicum time devoted to didactical activities, such as Center Staff meetings, practicum seminars, grand rounds, group discussions of cases, or other general teaching activities associated with your practicum that are not directed toward your specific cases (which would be coded under supervision). |
| Other Describe | Any administrative activities, such as program planning or program consultation, running a workshop, coordinating therapeutic activities, etc. Devise a code that will cover specific events. |
STUDENT REVIEW

Name: .................................................... Advisor: ....................................................

Research Supervisor: .................................................... Date: ....................................................

Current clinical Supervisor(s):

1. List semester courses and grades for past three semesters:

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2. List all upcoming courses that you plan to take in 2015:

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<th>Course</th>
<th>Grade</th>
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4. Describe what you are doing this year to meet the program's requirements for 8 hours per week of research activity. What is the status of your pre-diss/dissertation work? What steps are next? Provide a timeline.

5. As of what date are your research logs on file and up to date?
6. Describe your practicum experiences this year. Indicate how many hours per week you spend on practicum activities. **Make sure that your supervisor has completed your midyear evaluation and returned it to Vickie.**

7. As of what date are your clinical logs on file and up to date?

8. What have you done (or do you plan to do) to meet requirements for a teaching experience and a group experience?

9. Evaluate your strengths and indicate areas of needed growth.

10. What clinical experiences do you hope to obtain (e.g., populations, age groups, theoretical orientations, etc.) next year or at some point before you leave?

11. Do you have unusual financial needs? If so, describe.

12. Anything else you would like the faculty to know?
MEMORANDUM OF UNDERSTANDING
Student Activities with Collaborating Faculty
Curry Programs in Clinical and School Psychology

Curry Programs in Clinical and School Psychology faculty are cognizant of the great contribution made by faculty from other units of the university and external agencies who provide clinical and research opportunities for our students. In order to ensure that there is clarity of understanding between outside collaborating faculty, students, and the program, we are requesting that this memorandum be completed; it outlines the expectations and scope of duties for students from the program.

Students may not begin work with a collaborating adjunct faculty member until this plan has been developed and found to be agreeable to the collaborating faculty member, the student, and the student’s advisor. Copies of this signed agreement should be made available to all parties, and one copy must be kept in the student’s file. The student is responsible for ensuring that this form is completed and that signatures are obtained and properly filed. Any subsequent changes to the agreement, such as changes in duties, hours, or projected end date, require amendment of the memo, which is then signed by the collaborating faculty member, the student, and the student’s advisor.

Directions: Students should complete this form, sign it, and then have it signed by the advisor and collaborating faculty member. Return the form to Ron Reeve for signature, and to have copies made and distributed to those who signed the form.

Specific duties or obligations of the Clinical Psychology Student:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Expected outcome/product from this research/clinical relationship:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Number of hours per week of work expected: ________
Intended data source for research, if applicable:

________________________________

________________________________

________________________________

What, if any, funding is provided by the adjunct faculty member?

________________________________

________________________________

________________________________

Start date for student work: __________

Intended end date for student work (if actual end date goes beyond the intended date, student must amend the memo and obtain signature of advisor and collaborating faculty):

________________________________

________________________________

________________________________

Any other stipulations or conditions:

________________________________

________________________________

________________________________

________________________________

Authorizing Signatures:

This plan of research activity, as described above, is agreeable:

Curry Student ________________________________ Date ____________________

Collaborating Adjunct Faculty Member ________________________________ Date ____________________

Student Advisor ________________________________ Date ____________________

Program Area Director ________________________________ Date ____________________
# ANNUAL STUDENT REVIEW BY FACULTY
Curry Programs in Clinical and School Psychology

| Student: _______________________________ | Date: ______________________ |

## ACADEMIC PERFORMANCE/PROGRESS

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Expected Level</th>
<th>Marginal</th>
<th>Deficient</th>
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</thead>
<tbody>
<tr>
<td>Coursework</td>
<td></td>
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<tr>
<td>Research: Pre-diss/Diss</td>
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<tr>
<td>Writing skills</td>
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## CLINICAL SKILLS DEVELOPMENT

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<th>Excellent</th>
<th>Very Good</th>
<th>Expected Level</th>
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<th>Deficient</th>
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<tbody>
<tr>
<td>Assessment skills</td>
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<td>Therapy skills</td>
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<tr>
<td>Supervision preparedness/response</td>
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<td>External practicum feedback, if available</td>
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## PROFESSIONAL BEHAVIOR

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<th>Excellent</th>
<th>Very Good</th>
<th>Expected Level</th>
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<th>Deficient</th>
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<tr>
<td>Timeliness of logs, files up to date, etc.</td>
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<td>Faculty interactions</td>
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<tr>
<td>Ability to work with others/social competence</td>
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<tr>
<td>Professional demeanor and appearance</td>
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</table>
OTHER

Strengths

Areas for growth

Advisor
Date

I have read and discussed this review with my advisor.

Student
Date
Date:
Student:
Year in program:
Period of supervision:
Number of cases supervised:
Rater:

1. Briefly describe the kinds of cases your supervisee has been seeing this year
   (individual/family therapy, assessment, consultation, etc.):

2. Average weekly hours of supervision offered this student:

3. The amount of time for supervision is (underline or bold one):
   too little just right too much

Instructions: Rate the areas of professional functioning on a five-point scale by putting an “X”
in the appropriate column for each item. Please (1) evaluate students relative to students at
the same level of training and (2) use the scale fully.

Significantly exceeds expectations: Meets all criteria to a high degree.
Exceeds expectations: Above-average performance; better than one might expect for a student at
his/her level of training.
Meets expectations: Expected performance by a student at his/her current level of training.
Performs below expectations: Below-average performance; requires more supervision than is
typical for a student at his/her level of training.
Deficient: Unacceptable performance; requires extensive supervision; quality of work is below
adequate standards and student needs remedial or additional training.
<table>
<thead>
<tr>
<th>SUPERVISEE ACTIVITY</th>
<th>Significantly exceeds expectations</th>
<th>Exceeds expectations</th>
<th>Meets Expectations</th>
<th>Performs below expectations</th>
<th>Deficient</th>
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<tbody>
<tr>
<td><strong>Assessment/Intervention</strong></td>
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<td>4. ABILITY TO CONCEPTUALIZE PROBLEMS (Develops sound conceptual understanding of case; has solid understanding of theoretical orientation s/he is using)</td>
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<td>5. ESTABLISHMENT OF RAPPORT WITH CLIENTS (Establishes good rapport with clients; able to work through transference and countertransference issues)</td>
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<td>6. TREATMENT PLANNING (Able to formulate treatment goals and develop a workable treatment plan)</td>
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<td>7. APPLYING INTERVENTION TECHNIQUES (Has a solid understanding of intervention techniques and applies them accurately)</td>
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<td><strong>COMMENTS</strong></td>
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<td><strong>Supervision</strong></td>
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<td>8. PREPARATION FOR SUPERVISION (On time; reviews material prior to meetings; develops good questions for supervision)</td>
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<td>9. RESPONSE TO SUPERVISION (Responds positively to supervisory suggestions and criticisms; shows willingness to learn new information and develop clinical skills)</td>
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<tr>
<td><strong>COMMENTS</strong></td>
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<td><strong>Professional Behavior</strong></td>
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<td>10. RECORDKEEPING (Files are current and accurate; meets all expectations)</td>
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<tr>
<td>11. RELATIONSHIPS WITH CENTER STAFF &amp; PROFESSIONALS (Rapport with all personnel; viewed as valued contributor)</td>
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<tr>
<td>SUPERVISEE ACTIVITY</td>
<td>Significantly exceeds expectations</td>
<td>Exceeds expectations</td>
<td>Meets Expectations</td>
<td>Performs below expectations</td>
<td>Deficient</td>
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<tr>
<td><strong>Professional Behavior (continued)</strong></td>
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<tr>
<td>12. DIVERSITY</td>
<td>Shows sensitivity to the role of cultural and individual diversity in clinical practice</td>
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<td>13. USE OF TIME</td>
<td>(On time for appointments; carries appropriate case load; on top of practicum work)</td>
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<tr>
<td><strong>COMMENTS</strong></td>
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</table>

Please summarize the supervisee's overall clinical strengths and areas for future growth.

**STRENGTHS:**

**AREAS FOR FUTURE GROWTH:**

_____ I have discussed this evaluation with my supervisee.

_____ I will discuss this evaluation with my supervisee at our next session.

Please return this form to Vickie Thomas
E-mail: vthomas@virginia.edu
Fax: (434) 924-1433
Mail: Box 400267, Charlottesville, VA 22904-4270

*Thank you!*
Your name:

Date:

Supervisor:

Period of Supervision:

1. Supervision was based on (put an "X" next to all that apply):
   ____ direct observation
   ____ audiotape
   ____ videotape
   ____ therapist’s report
   ____ other (explain): ___________________________________________

2. Supervision was:  ____ individual  ____ in a group

3. On average, how many hours of supervision did you have each week? ______

4. Was the amount of time you spent in supervision (circle one):

   TOO LITTLE    JUST RIGHT    TOO MUCH

5. For what purposes, other than supervision of therapy cases, have you used your supervision time (please be specific)?

6. How would you rate your supervisor’s command of the field (e.g., knowledge of pertinent literature, clinical skills, techniques, etc.; circle one):

   EXCELLENT     VERY GOOD     SATISFACTORY     MARGINAL     DEFICIENT
7. To what extent have you developed as a therapist through supervision (circle one)?

OUTSTANDING  | GREAT DEAL  | SATISFACTORY | VERY LITTLE | NOT AT ALL
AMOUNT       | AMOUNT      |             |             |             

8. How available and reliable has your supervisor been (e.g., on time, regular meetings, showing interest in the supervision)?

Availability

| ___ always available when needed or had appropriate back-up arranged
| ___ available great deal of time
| ___ satisfactory amount
| ___ very little
| ___ unavailable

Reliability

| ___ extremely reliable/responsible
| ___ reliable great deal of time
| ___ satisfactory amount
| ___ very little
| ___ unreliable/not responsible

9. Below is a list of characteristics sometimes used to describe clinical supervisors and their supervisory styles. Please rate your supervisor's supervision of your cases on the five-point scale by checking the appropriate column for each item. Criteria for each activity are in parentheses.

Excellent—meets all criteria to a high degree
Very good—above-average performance
Satisfactory—expected performance
Marginal—below-average performance
Deficient—unacceptable performance

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<tr>
<th>SUPERVISOR ACTIVITY</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Deficient</th>
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<tbody>
<tr>
<td>A. ABILITY TO GIVE CONSTRUCTIVE FEEDBACK</td>
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<tr>
<td>(Able and willing to give feedback in a manner that is</td>
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<td>helpful; understands my level as a therapist; helps me</td>
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<td>identify future goals; etc.)</td>
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<tr>
<td>B. INVESTMENT IN DEVELOPMENT OF STUDENT AS A THERAPIST</td>
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<tr>
<td>(Encourages creative and theoretical thinking about</td>
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<td>cases; willing to process counter transference issues</td>
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<td>that may interfere with therapy)</td>
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<tr>
<td>SUPERVISOR ACTIVITY</td>
<td>Excellent</td>
<td>Very Good</td>
<td>Satisfactory</td>
<td>Marginal</td>
<td>Deficient</td>
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<td>C. SUPPORTIVE</td>
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<td>(Conveys respect and caring; not overly critical; puts me at ease in supervision)</td>
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<td>D. FLEXIBLE</td>
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<tr>
<td>(Able to adopt different approaches or perspectives if needed)</td>
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<td>E. GIVES USEFUL SUGGESTIONS</td>
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<td>(Able to delineate useful suggestions for therapy; facilitates a learning process in supervision)</td>
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<td>F. HANDLES DISAGREEMENT WELL</td>
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<tr>
<td>(Able to accept a different perspective; willing to work through disagreements regarding case management)</td>
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<tr>
<td>G. ENJOYS SUPERVISION</td>
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<tr>
<td>(Appears to enjoy supervision; puts time and energy into it)</td>
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<td>H. GOOD ROLE MODEL</td>
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<tr>
<td>(Conveys respect and professionalism in supervision)</td>
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10. Please list the strengths and weaknesses of your supervision experience.

**Strengths:**

**Weaknesses:**

11. Do you consider your supervision assignment a good match?  ____ Yes  ____ No

_____ I have discussed this evaluation with my supervisor.

_____ I will discuss this evaluation with my supervisor at our next session.

Please return this form to Vickie Thomas
E-mail: vthomas@virginia.edu
Fax: (434) 924-1433
Mail: Box 400267, Charlottesville, VA 22904-4270

Thank you!
Curry Programs in Clinical and School Psychology
First Year Practicum Student Evaluation Form

Practicum Student: __________________________ Site: __________________________

Supervisor: __________________________ Evaluation Date: __________________________

Please use the following ratings to evaluate the first year practicum student at the end of the student’s placement.

1. Well below expectation for a first year practicum student.
2. Below expectation for a first year practicum student.
3. Average for a first year practicum student.
4. Above average for a first practicum student.
5. Well above average for a first year practicum student.

<table>
<thead>
<tr>
<th>Human Learning and Effective Instruction (NASP 2:3)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1. School psychology practicum students apply learning, motivation, and developmental theories to improve learning and achievement for all children/students.</td>
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<tr>
<td>2. School psychology practicum students translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/student achievement.</td>
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<tr>
<td>3. School psychology practicum students, in</td>
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collaboration with others, develop appropriate
cognitive and academic goals for students with
different abilities, disabilities, strengths, and needs.
### Informal and Formal Assessment

**NASP 2:1 and 2:9**

<p>| | | | | | |</p>
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<tr>
<td>4.</td>
<td>School psychology practicum students are knowledgeable about a variety of models and methods assessments, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school.</td>
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<tr>
<td>5.</td>
<td>School psychology practicum students are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.</td>
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<tr>
<td>6.</td>
<td>School psychology practicum students implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral and curriculum-based; and ecological or environmental evaluations.</td>
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<tr>
<td>7.</td>
<td>School psychology practicum students translate assessment results into empirically based decisions about service delivery to promote child/adult achievement.</td>
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### Typical and Atypical Human Development Processes

**NASP 2:4**

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<tr>
<td>8.</td>
<td>School psychology practicum students are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students ages birth-21.</td>
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<tr>
<td>9.</td>
<td>School psychology practicum students use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs.</td>
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<td>10.</td>
<td>School psychology practicum students facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.</td>
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<tr>
<td>Individual Differences and Diversity</td>
<td>1</td>
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<tr>
<td>11. School psychology practicum students identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance students’ functioning in schools.</td>
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<td>12. School psychology practicum students demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.</td>
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<thead>
<tr>
<th>General Education, Special Education, Other Educational and Related Services</th>
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<th>2</th>
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<tr>
<td>13. School psychology practicum students participate in the development and implantation of policies and practices that create and maintain safe, supportive, and effective learning environments.</td>
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<tr>
<td>14. School psychology practicum students participate in school-wide program evaluation efforts.</td>
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<tr>
<th>Evidence-Based Interventions and Programs</th>
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<tbody>
<tr>
<td>15. School psychology practicum students are knowledgeable about effective evidence-based service models as related to health promotion; school safety; and primary, secondary, and tertiary intervention.</td>
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<td>16. School psychology practicum students recognize psychopathology and articulate its potential influence on school functioning.</td>
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<tr>
<td>17. School psychologists select and/or adapt prevention and intervention strategies based on individual characteristics, strengths, and needs to improve</td>
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</table>
learning, achievement, and adaptive functioning for all children/adolescents.

18. School psychology practicum students implement targeted secondary/tertiary interventions such as individual and group counseling.

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<tr>
<th>Consultation and Collaboration</th>
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<tr>
<td>NASP 2:2 &amp; 2:8</td>
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<tr>
<td>19. School psychology practicum students are knowledgeable about collaboration and consultation models and methods.</td>
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<td>20. School psychology practicum students communicate information that is readily understandable to different audiences during meetings, in-services and consultations.</td>
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<td>21. School psychology practicum students have knowledge of family systems including family strengths and influences on student development, learning and behavior.</td>
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<tr>
<th>Legal, Ethical, and Professional Practice</th>
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<tr>
<td>NASP 2:10 &amp; 2:11</td>
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<tr>
<td>22. School psychology practicum students demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.</td>
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<tr>
<td>23. School psychology practicum students are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules, and regulations and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.</td>
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<tr>
<td>24. School psychology practicum students integrate information sources and current technology to enhance quality of service.</td>
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</table>
Strengths:

Ongoing Professional Development goals/areas for improvement:

Practicum Student Signature & Date

Field Supervisor(s) Signature & Date

University Supervisor Signature & Date

Please return this form to Vickie Thomas
E-mail: vthomas@virginia.edu
Fax: (434) 924-1433
Mail: Box 400267, Charlottesville, VA 22904-4270
Thank you!
Curry Programs in Clinical and School Psychology
Midterm and Final Internship Accomplishment Form
School Psychology Internship

Intern: ________________________________  Site: ________________________________
Supervisor: ____________________________  Evaluation Period: Mid___ Final___
Date: _________________________________

Please use the following ratings to evaluate the intern at midterm and at the end of the intern’s placement. If the intern has not yet had the opportunity to attempt a particular skill, please note N/O and note in the comment section a plan for how the intern will address that competency. **It is expected that by the end of the internship experience, the intern will reach level 4/5 in all areas.** In rare cases, an intern may not have an opportunity to demonstrate a competency (e.g., respond to a crisis, #31). In those instances, the intern and his/her supervisor should note the types of activities that have been substituted to approximate this skill (e.g., knowledge of crisis plan, attendance at workshop).

1 – **Needs further formal training.** The intern has not had sufficient training and/or practice to develop competence or lacks basic professional maturation in this area. Skill development requires further instruction and/or academic study.

2 – **Limited independence, needs close supervision.** Skills are at the beginning level. Supervision and experience are expected to develop skills further and apply consistently.

3 – **Somewhat independent, moderate supervision is necessary.** Intern has basic skills, but needs support in ongoing skill development and application to difficult or complex cases.

4 – **Mostly independent, minimal need for supervision.** Intern reflects upon performance and self-corrects, seeking information and resources as needed. Competence is assessed to be above average for a practicing school psychologist intern suggesting only a minimal amount of supervision is needed.

5 – **Independent, little or no supervision required.** Competence for practice is well developed and reflects a capacity for independent functioning. (NOTE: This level of competence usually would be consistent with a school psychologist with 1-2 years of experience).
### Human Learning and Effective Instruction (NASP 2:3)

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<tr>
<td>25.</td>
<td>School psychology interns apply learning, motivation, and developmental theories to improve learning and achievement for all children/students.</td>
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<td>26.</td>
<td>School psychology interns are knowledgeable about learning theory and cognitive strategies and utilize student centered learning principles to help students develop their abilities to be self-regulated learners.</td>
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<td>27.</td>
<td>School psychology interns translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/student achievement.</td>
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<tr>
<td>28.</td>
<td>School psychology interns, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.</td>
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<td>29.</td>
<td>School psychology interns evaluate the effectiveness of interventions and modify as necessary and appropriate.</td>
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### Informal and Formal Assessment

NASP 2:1 and 2:9

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<tr>
<td>30.</td>
<td>School psychology interns are knowledgeable about a wide variety of models and methods assessments, across the ages birth-21, that can identify strengths and needs, and measure progress and functioning, in school, home, and community environments.</td>
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<td>31.</td>
<td>School psychology interns select evaluation methods and instruments that are most appropriate, based upon effective, up-to-date measurement theory and research.</td>
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<td>32.</td>
<td>School psychology interns are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.</td>
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<td>33.</td>
<td>School psychology interns implement a systematic process for data collection that includes more informal methods such as interviews and</td>
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observations; behavioral, curriculum-based, and play-based assessment; and ecological or environmental evaluations.

34. School psychology interns translate assessment results into empirically based decisions about service delivery to promote child/adult achievement.

35. School psychology interns evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics and methodology.

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<thead>
<tr>
<th>Typical and Atypical Human Development Processes</th>
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<tr>
<td>NASP 2:4</td>
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36. School psychology interns are knowledgeable about human developmental processes and utilize developmentally appropriate practices that support the education of children/students ages birth-21.

37. School psychology interns use results from ongoing assessment(s) in the development of appropriate behavioral, affective, adaptive, and social goals for children/students with differing abilities, disabilities, strengths, and needs.

38. School psychology interns facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.

39. School psychology interns evaluate the effectiveness of interventions.

<table>
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<tr>
<th>Individual Differences and Diversity</th>
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<td>NASP 2:5</td>
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</table>

40. School psychology interns identify biological, social, cultural, socioeconomic, and linguistic factors that contribute to individual differences in development and learning and use this information to enhance their practice.

41. School psychology interns identify risk and resiliency factors in children and use this information in program development.

42. School psychology interns demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.

43. School psychology interns develop academic and
social/behavioral interventions through direct or indirect services that reflect knowledge and understanding of a student’s culture, language, and individual learning characteristics.

44. School psychology interns are knowledgeable and consider the impact of diversity in social and cultural backgrounds and linguistic differences when working with families, school personnel and community agencies.

**General Education, Special Education, Other Educational and Related Services**

| NASP 2:6 |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

45. School psychology interns participate in the development and implantation of policies and practices that create and maintain safe, supportive, and effective learning environments.

46. School psychology interns participate in and facilitate school reform efforts.

47. School psychology interns translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.

48. School psychology interns participate in school-wide program evaluation efforts.

**Evidence-Based Interventions and Programs**

| NASP 2:7 |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

49. School psychology interns are knowledgeable about effective evidence-based service models as related to health promotion; school safety; and primary, secondary, and tertiary intervention.

50. School psychology interns recognize psychopathology and articulate its potential influence on school functioning.

51. School psychologists select and/or adapt prevention and intervention strategies based on individual characteristics, strengths, and needs to improve learning, achievement, and adaptive functioning for all children/adolescents.

52. School psychology interns implement school-wide prevention programs, which may include, but are not limited to affective education and positive
53. School psychology interns implement targeted secondary/tertiary interventions such as individual and group counseling.

54. School psychology interns participate in risk assessments and crisis response planning to promote and maintain school safety.

55. School psychology interns respond effectively to crisis situations.

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<tr>
<td>56. School psychology interns are knowledgeable about collaboration and consultation models and methods, and are able to select and implement the most appropriate strategy in school, family and community systems.</td>
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<td>57. School psychology interns collaborate with families and other service providers in planning and decision-making processes to meet the needs of children, birth to 21, in home and community settings.</td>
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<td>58. School psychology interns communicate information that is readily understandable to different audiences during meetings, in-services and consultations.</td>
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<td>59. School psychology interns have knowledge of family systems including family strengths and influences on student development, learning and behavior.</td>
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<tr>
<td>60. School psychology interns promote family involvement in education and service delivery through activities which include but are not limited to frequent communication, consultation, and parent training.</td>
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<tr>
<td>61. School psychology interns consult and collaborate effectively with school personnel, families, and community professionals to promote and provide comprehensive services to families.</td>
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<td>62. School psychology interns link community resources that serve children (B-21) and their</td>
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</table>
families and facilitate children’s/student’s transitions across various delivery systems.

63. School psychology interns evaluate the effectiveness of their consultation and modify as necessary and appropriate.

**Legal, Ethical, and Professional Practice**  
**NASP 2:10 & 2:11**

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64. School psychology interns are knowledgeable about the history and foundations of school psychology.

65. School psychology interns demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.

66. School psychology interns are knowledgeable of and practice in accordance with all applicable federal and state statutes, rules, and regulations and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.

67. School psychology interns utilize data-based decision-making in all aspects of professional practice.

68. School psychology interns integrate information sources and current technology to enhance quality of service.

69. School psychology interns engage in ongoing professional preparation, development, and supervision as related to the population served.

70. School psychology interns contribute professionally to the advancement of school psychology through participation in professional organizations, research dissemination, and/or legislative activities.

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Midterm Goals:

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Ongoing Professional Development goals (to be completed at final evaluation)

<table>
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<tr>
<th>Ongoing Professional Development goals (to be completed at final evaluation)</th>
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</table>

Intern Signature & Date (Midterm)                              Intern Signature & Date (Final)

Field Supervisor(s) Signature & Date (Midterm)                  Field Supervisor(s) Signature & Date (Final)

University Supervisor Signature & Date (Midterm)                University Supervisor Signature & Date (Final)

Please return this form to Vickie Thomas  
E-mail: vthomas@virginia.edu  
Fax: (434) 924-1433  
Mail: Box 400267, Charlottesville, VA 22904-4270  

Thank you!
Date:

Your name:

Supervisor:

Period of Supervision:

1. Supervision was based on (put an "X" next to all that apply):
   ____ direct observation
   ____ audiotape
   ____ videotape
   ____ therapist’s report
   ____ other (explain): ______________________________________________________

2. Supervision was:   ____ individual   ____ in a group

3. On average, how many hours of supervision did you have each week? ______

4. Was the amount of time you spent in supervision (circle one):

   TOO LITTLE       JUST RIGHT       TOO MUCH

5. For what purposes, other than supervision of therapy cases, have you used your supervision time (please be specific)?

6. How would you rate your supervisor’s command of the field (e.g., knowledge of pertinent literature, clinical skills, techniques, etc.; circle one):

   EXCELLENT       VERY GOOD       SATISFACTORY       MARGINAL       DEFICIENT
7. To what extent have you developed as a therapist through supervision (circle one)?

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>GREAT DEAL</th>
<th>SATISFACTORY</th>
<th>VERY LITTLE</th>
<th>NOT AT ALL</th>
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<tbody>
<tr>
<td>AMOUNT</td>
<td>AMOUNT</td>
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</table>

8. How available and reliable has your supervisor been (e.g., on time, regular meetings, showing interest in the supervision)?

**Availability**
- ___ always available when needed or had appropriate back-up arranged
- ___ available great deal of time
- ___ satisfactory amount
- ___ very little
- ___ unavailable

**Reliability**
- ___ extremely reliable/responsible
- ___ reliable great deal of time
- ___ satisfactory amount
- ___ very little
- ___ unreliable/not responsible

9. Below is a list of characteristics sometimes used to describe clinical supervisors and their supervisory styles. Please rate your supervisor's supervision of your cases on the five-point scale by checking the appropriate column for each item. Criteria for each activity are in parentheses.

- **Excellent**—meets all criteria to a high degree
- **Very good**—above-average performance
- **Satisfactory**—expected performance
- **Marginal**—below-average performance
- **Deficient**—unacceptable performance

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<thead>
<tr>
<th>SUPERVISOR ACTIVITY</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Deficient</th>
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<tbody>
<tr>
<td>A. ABILITY TO GIVE CONSTRUCTIVE FEEDBACK (Able and willing to give feedback in a manner that is helpful; understands my level as a therapist; helps me identify future goals; etc.)</td>
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<td>B. INVESTMENT IN DEVELOPMENT OF STUDENT AS A THERAPIST (Encourages creative and theoretical thinking about cases; willing to process countertransference issues that may interfere with therapy)</td>
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<tr>
<td>SUPERVISOR ACTIVITY</td>
<td>Excellent</td>
<td>Very Good</td>
<td>Satisfactory</td>
<td>Marginal</td>
<td>Deficient</td>
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<tr>
<td>C. SUPPORTIVE</td>
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<td>(Conveys respect and caring; not overly critical; puts me at ease in supervision)</td>
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<tr>
<td>D. FLEXIBLE</td>
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<tr>
<td>(Able to adopt different approaches or perspectives if needed)</td>
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<tr>
<td>E. GIVES USEFUL SUGGESTIONS</td>
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<tr>
<td>(Able to delineate useful suggestions for therapy; facilitates a learning process in supervision)</td>
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<td>F. HANDLES DISAGREEMENT WELL</td>
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<tr>
<td>(Able to accept a different perspective; willing to work through disagreements regarding case management)</td>
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<td>G. ENJOYS SUPERVISION</td>
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<tr>
<td>(Appears to enjoy supervision; puts time and energy into it)</td>
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<tr>
<td>H. GOOD ROLE MODEL</td>
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<tr>
<td>(Conveys respect and professionalism in supervision)</td>
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10. Please list the strengths and weaknesses of your supervision experience.

Strengths:

Weaknesses:

11. Do you consider your supervision assignment a good match?  _____ Yes  _____ No

_____ I have had a conversation with my supervisor in which I have provided feedback concerning my evaluation of this practicum.

Please return this form to Vickie Thomas  
E-mail: vthomas@virginia.edu  
Fax: (434) 924-1433  
Mail: Box 400267, Charlottesville, VA 22904-4270

Thank you!
CERTIFICATION: KNOWLEDGE OF PROGRAM REGULATIONS

Please PRINT your name below and sign off on the following statements by initialing them. Return the completed form to Vickie in Room 212 by October 1 of your first year for inclusion in your file.

__________________________________
Name

I have read, and agree to abide by, the provisions of the Student Handbook for the Curry Programs in Clinical and School Psychology.

__________________________
Initials                Date

I have read, and agree to abide by, all relevant sections of the University of Virginia Graduate Record.

__________________________
Name                Date