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.

Revised August 2020
# Table of Contents

INTRODUCTION .................................................................................................................. 1

ACADEMIC CALENDAR, 2020-2021 .................................................................................. 1

DIRECTORY .............................................................................................................................. 2

TIMELINE—MILESTONES AND IMPORTANT DATES ..................................................... 3
  First Year .............................................................................................................................. 3
  Second Year ........................................................................................................................ 4
  Third Year ............................................................................................................................ 4
  Fourth Year—See also “Important Dates for Dissertation Defense and Ph.D. Graduation” and “Important Dates for Internship” ........................................................................ 5
  Fifth Year—See also “Important Dates for Dissertation Defense and Ph.D. Graduation” and “Important Dates for Internship” ................................................................. 5

CURRICULUM AND RELATED EXPERIENCES .................................................................. 8
  Coursework ......................................................................................................................... 8
  Course Registration .......................................................................................................... 12
    Independent Study ............................................................................................................. 13
  Enrollment Policy ............................................................................................................ 13
    Length of Enrollment ....................................................................................................... 13
    Continuous Enrollment .................................................................................................. 13
    Summer Enrollment ....................................................................................................... 13
    Number of Credit Hours ................................................................................................. 13
    Fifth Year and Beyond .................................................................................................... 13
    Nonresident Student Status .......................................................................................... 14
  Advanced Standing .......................................................................................................... 14
  Master's Comprehensive Examination ............................................................................ 14
  Doctoral Comprehensive Examination ............................................................................ 14
  Teaching Experience ....................................................................................................... 14

CLINICAL EXPERIENCE .................................................................................................. 15
  Clinical Training ............................................................................................................... 15
    First-year Clinical Experience ....................................................................................... 15
    Second-year Clinical Experience (Sheila C. Johnson Center) ........................................ 15
    Third- and Fourth-year Clinical Experience .................................................................. 16
    Group Experience within the Practicum Sequence ........................................................ 16
    HIPAA Training ............................................................................................................. 16
  Clinical Psychology Internship ...................................................................................... 16
  File Check-Out Prior to Departure for Internship ............................................................ 17
  Clinical Logs .................................................................................................................... 18
    Directions for Completing Clinical Logs on Time2Track ............................................. 18

RESEARCH EXPERIENCE ............................................................................................... 20
  Predissertation Research Project .................................................................................... 20
    Proposal ......................................................................................................................... 20
    Typical Content of Proposal ......................................................................................... 21
    Grading Method ............................................................................................................. 21
    Completion of Predissertation Project ........................................................................... 21
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Dissertation</td>
<td>22</td>
</tr>
<tr>
<td>Dissertation Committee</td>
<td>22</td>
</tr>
<tr>
<td>Dissertation Enrollment</td>
<td>22</td>
</tr>
<tr>
<td>Preparation for Proposal Defense</td>
<td>22</td>
</tr>
<tr>
<td>Proposal Defense</td>
<td>23</td>
</tr>
<tr>
<td>Dissertation Execution</td>
<td>23</td>
</tr>
<tr>
<td>Doctoral Dissertation Final Defense</td>
<td>23</td>
</tr>
<tr>
<td>Preparation for the Defense</td>
<td>24</td>
</tr>
<tr>
<td>Defense Meeting</td>
<td>24</td>
</tr>
<tr>
<td>Publication of Dissertation and Related Articles</td>
<td>25</td>
</tr>
<tr>
<td>Quantitative and Qualitative Research Competency Standard</td>
<td>26</td>
</tr>
<tr>
<td>Participation in Research Presentations</td>
<td>26</td>
</tr>
<tr>
<td>PERFORMANCE STANDARDS</td>
<td>27</td>
</tr>
<tr>
<td>Ethical Standards</td>
<td>27</td>
</tr>
<tr>
<td>Academic and Clinical Performance</td>
<td>27</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>28</td>
</tr>
<tr>
<td>Probation</td>
<td>28</td>
</tr>
<tr>
<td>Outside Work and Volunteer Activities</td>
<td>29</td>
</tr>
<tr>
<td>Research or Clinical Activity with Collaborating Faculty or Agencies</td>
<td>29</td>
</tr>
<tr>
<td>STUDENT-FACULTY INTERACTIONS</td>
<td>29</td>
</tr>
<tr>
<td>Faculty Advisors</td>
<td>29</td>
</tr>
<tr>
<td>Assignment of Academic Advisor</td>
<td>29</td>
</tr>
<tr>
<td>Change of Advisor</td>
<td>29</td>
</tr>
<tr>
<td>Resolution of Problems</td>
<td>30</td>
</tr>
<tr>
<td>Policy Regarding Student Placement in Advisor Lab</td>
<td>30</td>
</tr>
<tr>
<td>Faculty Availability in the Summer</td>
<td>30</td>
</tr>
<tr>
<td>Student Responses to Faculty Requests</td>
<td>30</td>
</tr>
<tr>
<td>Student Records</td>
<td>30</td>
</tr>
<tr>
<td>Access</td>
<td>31</td>
</tr>
<tr>
<td>Student Association</td>
<td>31</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>31</td>
</tr>
<tr>
<td>Academic Standing and Due Process</td>
<td>32</td>
</tr>
<tr>
<td>Academic Standing and Due Process</td>
<td>32</td>
</tr>
<tr>
<td>Grade Appeal Policy</td>
<td>32</td>
</tr>
<tr>
<td>Grade Changes</td>
<td>33</td>
</tr>
<tr>
<td>Grievance Process</td>
<td>33</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>35</td>
</tr>
<tr>
<td>Application Process</td>
<td>35</td>
</tr>
<tr>
<td>Need-based Support</td>
<td>35</td>
</tr>
<tr>
<td>Summer Support</td>
<td>35</td>
</tr>
<tr>
<td>Length of Possible Support</td>
<td>35</td>
</tr>
<tr>
<td>Student Wage Duties</td>
<td>35</td>
</tr>
<tr>
<td>Registration Requirements</td>
<td>35</td>
</tr>
<tr>
<td>State Residency</td>
<td>36</td>
</tr>
<tr>
<td>Sources of Funding for Financial Aid</td>
<td>36</td>
</tr>
<tr>
<td>Payment for Clinical or Research Activities Beyond Usual Load</td>
<td>36</td>
</tr>
<tr>
<td>Additional School Psychology Requirements</td>
<td>37</td>
</tr>
</tbody>
</table>
INTRODUCTION

All policies and regulations in this handbook are designed to guide and direct students’ progress through the program. Every reasonable effort is 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.

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 and Human Development. Students are responsible for completing all activities and meeting all deadlines specified by this handbook. Please sign the statement that you received at orientation (sample on the last page of this handbook at the end of the Appendix) and submit it to the program administrative assistant in Bavaro 212 by October 1st; this will become part of your permanent file.

ACADEMIC CALENDAR, 2020-2021

www.virginia.edu/registrar

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curry School Orientation</td>
<td>Friday, August 21</td>
</tr>
<tr>
<td>Clinical Psychology Orientation</td>
<td>Friday, August 21</td>
</tr>
<tr>
<td>Program Completion Celebration</td>
<td>Sunday, August 23</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Tuesday, August 25</td>
</tr>
<tr>
<td>Reading days</td>
<td>Monday, November 30; Tuesday, December 1</td>
</tr>
<tr>
<td>Classes end</td>
<td>Tuesday, November 24</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Monday, November 30; Tuesday, December 1; Sunday, December 6; Wednesday, December 9</td>
</tr>
<tr>
<td>Exams (on-line only)</td>
<td>Wednesday, December 2 - Friday, December 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2021</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>Wednesday, January 20</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Saturday, March 6 - Sunday, March 14</td>
</tr>
<tr>
<td>Classes end</td>
<td>Tuesday, May 4</td>
</tr>
<tr>
<td>Reading Days</td>
<td>Wednesday, May 5; Sunday, May 9; Wednesday, May 12</td>
</tr>
<tr>
<td>Exams</td>
<td>Thursday, May 6 - Friday, May 14</td>
</tr>
</tbody>
</table>
DIRECTORY
Curry Program in Clinical and School Psychology
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
Dull, Felicia (Department Chief of Staff) 4-6254 Bavaro 212 ldr9t

Sheila C. Johnson Center for Human Services
Tuerk, Peter (Director) 4-0744 SJC B010 pwt3g
Danielson, Bonnie (Clinic Administrator) 4-0806 SJC B012 btd2y
Gilbert, Bridget (Billing Specialist) 4-1406 SJC B020 beg7x
Goodson, Annette (Chart Room Coordinator) 4-3015 SJC B061 ars9a
Reeve, Ron 2-5953 rer5r

Core Faculty
Blodgett, Julia 4-0916 SJC B022 jab2h
Bradshaw, Catherine 4-8121 Bavaro 112D cpb8g
Downer, Jason (Program Director) 4-0792 Ridley 242 jd2fe
Lyons, Mike 4-0790 Bavaro 207 mdl8s
Mazurek, Micah 4-5692 Bavaro 139A mm5gt
Thomas, Antoinette 4-6958 Bavaro 112B art8u
Tolan, Patrick 3-9551 Ridley 218 pht6t
Yoder, Matthew (Director of Clinical Training) 3-9553 Ridley 246 msy7m
Williford, Amanda 3-9553 Ridley 246 apw2c

Dean’s Office
Admissions & Student Affairs 4-3334 Ridley 102
Sprouse, Sheilah 4-0740 Ridley 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>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Study APA <em>Publication Manual</em> (7th Edition)</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 21</td>
<td>Orientation meetings.</td>
</tr>
<tr>
<td>August 25</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>August 27</td>
<td>Clinic field experience (SJC desk coverage) begins on and continues on Thursday evenings for one <strong>calendar</strong> year.</td>
</tr>
<tr>
<td>September</td>
<td>Start Record of Progress and Time 2 Track 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 SJC Clinic Administrator.</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical charting 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>Mid January</td>
<td>Begin first-year practicum in area school.</td>
</tr>
<tr>
<td>April 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>May 1</td>
<td>Clinical charting 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>May 2</td>
<td>Students indicate to advisor and Program Director that they are considering school psychology certification.</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>
<tr>
<td>July 1</td>
<td>Predissertation proposal deadline—when approved, faculty sign Record of Progress for master’s comprehensive examination.</td>
</tr>
<tr>
<td>August</td>
<td>M.Ed. is awarded, if all requirements met.</td>
</tr>
</tbody>
</table>
### Second Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1</td>
<td>Sheila C. Johnson Center (SJC) practicum begins.</td>
</tr>
<tr>
<td>July-August</td>
<td>Required summer practicum (schedule to be determined).</td>
</tr>
<tr>
<td>August 1</td>
<td>Clinical charting 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 summer practicum.</td>
</tr>
<tr>
<td>September-June</td>
<td>Coursework, completion of predissertation, SJC practicum.</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical charting 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 charting 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 SJC practicum.</td>
</tr>
<tr>
<td>July 1</td>
<td>Predissertation article submitted for publication.</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 charting 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>Late Summer</td>
<td>Meet with Program Director to discuss comprehensive examination and teaching requirement.</td>
</tr>
<tr>
<td>December 1</td>
<td>Clinical charting 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>Complete take-home comprehensive exam.</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 charting 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>
</tbody>
</table>
### Fourth Year—See also “Important Dates for Dissertation Defense and Ph.D. Graduation” and “Important Dates for Internship”

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-September</td>
<td>Begin fourth-year practicum (start dates vary according to site).</td>
</tr>
<tr>
<td>August 1</td>
<td>Clinical charting 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 Sheilah Sprouse (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 proposal by this time are not allowed to apply for internship and may be placed on probation. 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 charting 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>Early February</td>
<td>Phase I - Deadline for internship rank-order submission.</td>
</tr>
<tr>
<td>Late February</td>
<td>Phase I - Applicants learn where they have matched.</td>
</tr>
<tr>
<td>Mid March</td>
<td>Phase II - Deadline for internship rank-order submission.</td>
</tr>
<tr>
<td>Late March</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 charting 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 1</td>
<td>Preferred date by which dissertation is defended.</td>
</tr>
<tr>
<td>Prior to departure</td>
<td>File check-out for all SJC clients. Failure to successfully check out may result in delay of start of internship and communication to internship regarding record-keeping problems.</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”

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-September</td>
<td>Begin internship (start dates vary according to site), and register each semester. Before and during semester of final defense, register for 12 hrs dissertation. After successful final defense: register for &quot;Affiliated Status&quot; (contact Sheilah Sprouse for assistance).</td>
</tr>
</tbody>
</table>

### Important Dates for Dissertation Defense and Ph.D. Graduation

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>Be sure you are enrolled for dissertation credits or as &quot;Affiliated Status&quot; in the semester in which you plan to graduate.</td>
</tr>
<tr>
<td>Time Period</td>
<td>Task Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6-10 weeks prior to final defense</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>6-10 weeks prior to defense</td>
<td>Acquire copy of doctoral dissertation guidelines published on the Curry School website, which summarizes formal procedures.</td>
</tr>
<tr>
<td>2 weeks prior to final defense</td>
<td>Final copy of dissertation to each committee member. <em>Provide each committee member a hard copy, electronic copy, or both, as per preference of individual members.</em></td>
</tr>
<tr>
<td>2 weeks prior to final defense</td>
<td>Schedule and announce dissertation final defense. Submit form to Sheilah Sprouse at least two weeks prior to defense. <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>Day of defense</td>
<td>Bring Record of Progress and two copies of signature page.</td>
</tr>
<tr>
<td>Good luck!</td>
<td></td>
</tr>
<tr>
<td>One year after defense</td>
<td>If dissertation has not been submitted for publication, the dissertation chair or co-chair may elect to write up and submit results.</td>
</tr>
<tr>
<td>June 1</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 Sheilah Sprouse in the Dean’s Office.</td>
</tr>
<tr>
<td>July 1</td>
<td>Deadline for final defense (August graduation).</td>
</tr>
<tr>
<td>August 1</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>NOTE</td>
<td>It is University policy that you must be continuously registered until you 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 &quot;Affiliated Status.&quot; If you do not graduate in August, be sure to keep your registration current, and be sure that you are registered for dissertation credits in the semester in which you finally defend.</td>
</tr>
</tbody>
</table>
## Important Dates for Internship

### Application Year

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late May-early June</td>
<td>Micah Mazurek &amp; Matt Yoder meet with internship applicants to explain all aspects of the application process, especially the APPIC application and how to prepare data files for recommendation letters.</td>
</tr>
<tr>
<td>Summer</td>
<td>Mazurek &amp; Yoder meet individually with applicants to discuss special needs and issues, review CV and application materials, advise as to appropriate internship sites, and answer questions.</td>
</tr>
<tr>
<td>Four weeks prior to first application deadline</td>
<td>Students request recommendation letters and provide letter-writers with CV and other relevant materials.</td>
</tr>
<tr>
<td>October 15</td>
<td>Give Mazurek &amp; Yoder the final list of internships for which you plan to apply.</td>
</tr>
<tr>
<td>December</td>
<td>Students meet with Mazurek &amp; Yoder regarding choices and interviews.</td>
</tr>
<tr>
<td>January</td>
<td>Students meet with Mazurek &amp; Yoder to determine rankings.</td>
</tr>
<tr>
<td>2(^{nd}) week in February</td>
<td>Phase I - Deadline for internship rank-order submission.</td>
</tr>
<tr>
<td>4(^{th}) week in February</td>
<td>Phase I - Applicants learn where they have matched.</td>
</tr>
<tr>
<td>4(^{th}) 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>May</td>
<td>Peter meets with outgoing interns to explain requirements and expectations. Students are given a checklist of important dates and deadlines, as outlined below.</td>
</tr>
</tbody>
</table>

### Internship Year

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>Deadline for getting all contact information to Vickie.</td>
</tr>
<tr>
<td>January 20</td>
<td>Midyear evaluation due from supervisor. Internship site evaluation due from intern.</td>
</tr>
<tr>
<td>June 1</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>July 1</td>
<td>Deadline for final defense, in order to graduate in August.</td>
</tr>
<tr>
<td>End of internship</td>
<td>Final evaluation due from supervisor.</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. All students receive doctoral level professional training and experiences in clinical and school psychology, while meeting predoctoral eligibility requirements for psychology licensure. After their first year, students are eligible to earn a M.Ed. in Educational Psychology-School Psychology; this requires successful completion of at least 33 course credit hours and a master’s comprehensive exam (described in detail later in the Handbook). Furthermore, students may elect additional school psychology coursework and practicum/internship experiences in order to also be eligible for certification in school psychology (see p. 36-38 for details). We subscribe to a scientist-practitioner model of training, and emphasize a strong scientific grounding in academic psychology (discipline-specific knowledge) 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, focused on developing profession-wide competencies.

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.

Students who pursue school psychology certification take two extra courses in special education, undertake a 20-hour/week internship as a school psychologist during the 3rd or 4th year in the program (or equivalent), and seek a 5th year internship that provides at least 50% of the year working with children or adolescents. When course 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, they must request approval in writing from the faculty prior to enrolling in 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.

Students who enter with a related master’s degree may have adjustments to the typical schedule; these are arranged in consultation with the academic advisor and with approval of the faculty. Graduate courses taken at another university may be used to satisfy 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.

Discipline-specific Knowledge (DSK)

Beginning in January 2017, all APA-accredited programs must demonstrate students’ attainment of discipline-specific knowledge in four categories: (1) History and Systems of Psychology; (2) Basic Content Areas in Scientific Psychology (affective, biological, cognitive, developmental, and social aspects of behavior); (3) Advanced Integrative Knowledge in
Scientific Psychology, and (4) Research Methods, Statistical Knowledge, and Psychometrics. Knowledge in all categories must be demonstrated as part of an evaluated educational experience.

Foundational knowledge in Categories 1 and 2 can be acquired at either the undergraduate or graduate level. Students meet these foundational requirements by doing one of the following:

- If students enter the program having taken previous coursework that may meet Category 1 or 2 requirements, they are encouraged to submit their transcript and relevant syllabi to the Program Director for review. Students are deemed to have met the foundational knowledge requirements by having earned a grade of B-/80% or higher in a relevant undergraduate or graduate course.
- If students enter the program having taken the Psychology GRE exam since September 2017, they are encouraged to submit their results to the Program Director for review. Subscores at or above the 70th %tile for Biological, Cognitive, Social, and Developmental are deemed to have met the foundational knowledge requirements in those areas.

In any content area covered under Category 1 or 2 for which incoming foundational knowledge is not established in one of these two ways, students must acquire and demonstrate this foundational knowledge while in the program (some regularly offered options are identified below). Importantly, even when students meet some or all foundational knowledge requirements at program entry, they are still required to demonstrate graduate-level knowledge in all Category 2 content areas, as well as in Category 3 and 4. There are some courses that will satisfy foundational and graduate-level knowledge for 2 areas at once, as well as provide integration of these areas (these are marked by an asterisk below).

Category 1:

**History and Systems**
- EDHS 8640 Principles of Psychotherapy (includes a History and Systems component)

Category 2:

**Biological Aspects of Behavior:**
- EDHS 8680 Integrative Course in Developmental Cognitive Neuroscience*

**Cognitive Aspects of Behavior:**
- EDHS 8680 Integrative Course in Developmental Cognitive Neuroscience*

**Social Aspects of Behavior:**
- EDHS 8500 Social and Affective Processes in Human Development*

**Affective Aspects of Behavior:**
- EDHS 8500 Social and Affective Processes in Human Development*

**Developmental Aspects of Behavior (one course required):**
- EDLF 5160 Life Span Development
- EDLF 7200 Child Development
Knowledge in Category 3 and 4 must be acquired at the graduate level. In particular, advanced integrative knowledge must build on the five aspects of behavior noted above under Category 2 through coursework (integrates at least 2 aspects of behavior) and/or other learning experiences. Students may petition faculty to approve alternative classes that meet the advanced integrative requirement by submitting a relevant syllabus to their advisor.

Category 3: Advanced Integrative Knowledge in Scientific Psychology (one course required)
EDHS 8680 Integrative Course in Developmental Cognitive Neuroscience*
EDHS 8500 Social and Affective Processes in Human Development*
This requirement may also be filled by other advanced classes with permission from advisor and faculty.

Category 4: Research Methods and Statistical Analysis (four courses required):
EDLF 7300 Foundations of Educational Research
EDLF 7420 Quantitative Methods II: General Linear Models
EDLF 8310 Generalized Linear Models
EDLF 8350 Multivariate Statistics (or alternative advanced statistics course)

*Alternative 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
EDLF 7180 Tests and Measurement
EDLF 5500 Casual Inference
EDLF 5500 Field Experiments
EDLF 8360 Multi-level Modeling
This requirement may also be filled by another advanced class statistical analysis with permission from advisor and faculty.

Psychometrics
Psychometric theory and techniques are integrated into each of our three assessment courses (EDHS 7640 Cognitive Assessment; EDHS 8660 Personality Assessment; EDHS 8670 Behavioral, Emotional and Social Assessment of Children)

Profession-wide Competencies (PWC)
The American Psychological Association also stipulates that students in accredited clinical and school psychology programs should demonstrate PWCs in: a) research, b) ethical and legal standards, c) individual and cultural diversity, d) professional values, attitudes, and behaviors, e) communication and interpersonal skills, f) assessment, g) intervention, h) supervision, and i) consultation and interprofessional/interdisciplinary skills. These competencies are developed, supervised, and evaluated within the following additional coursework and practica training.
Clinical Core (all courses required):
   EDHS 8772 Advanced Psychotherapy: Evidence-informed Clinical Decision-making and Practice
   EDHS 6010 Diversity Issues in Clinical Psychology
   EDHS 7630 Seminar: Issues in Professional Psychology
   EDHS 7640 Cognitive Assessment
   EDHS 7680 Psychopathology
   EDHS 8640 Principles of Psychotherapy
   EDHS 8660 Personality Assessment
   EDHS 8670 Behavioral, Emotional, and Social Assessment of Children
   EDHS 8710 Psychological Consultation & Supervision
   EDHS 8730 Family Therapy: Theory and Techniques
   EDHS 8750 Psychological Intervention and Consultation in Schools
   EDHS 9761 Child Therapy

Directed Research (with research advisor):
   EDHS 9995 Independent Research
   EDHS 9998 Doctoral Research Apprenticeship
   EDHS 9999 Doctoral Dissertation

Clinical Practica:
   EDHS 8690 Practicum in School/Clinical Psychology
   EDHS 8700 Practicum in Clinical Psychology

Note: Most classes taught outside of the School of Education and Human Development require permission of the instructor. Contact the instructor of record by e-mail or phone to inquire and secure a syllabus.
Course Registration

During the first four years, students register for at least 15 credit hours. During the fifth year and beyond, students must either register for dissertation hours (if dissertation defense has yet to happen) or "Affiliated Status." The following course list should serve as a guideline for course registration for the 2020-2021 school year and beyond (note that in some cases course offerings may change, but students will be given notice for planning purposes). Students should register for the following courses, unless otherwise instructed by their academic advisor or the program director (all courses are 3 credits, unless otherwise noted).

<table>
<thead>
<tr>
<th>First Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<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 Assessment</td>
<td>EDHS 8661 Behavioral, Emotional, and Social Assessment</td>
<td></td>
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<tr>
<td>EDHS 8640 Principles of Psychotherapy</td>
<td>EDLS 8310 Quant Methods (GLM)</td>
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<tr>
<td>EDLF 7420 Quant Methods II</td>
<td>EDHS 9995 Research (1 credit)</td>
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<tr>
<td>EDHS 9995 Research (1 credit)</td>
<td>EDHS 8690 School Practicum</td>
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<th>Second Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>EDHS 8660 Personality Assess I</td>
<td>EDHS 8730 Family Therapy</td>
<td>EDHS 8700 Practicum (3 credits)</td>
</tr>
<tr>
<td>EDHS 8680 Developmental Cognitive Neuroscience</td>
<td>EDHS 6010 Diversity Issues in Clin Psych</td>
<td></td>
</tr>
<tr>
<td>EDHS 8772 Advanced Psychotherapy</td>
<td>EDHS 8750 Psych Intervention in School</td>
<td></td>
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<tr>
<td>EDHS 9995 Research (1 credit)</td>
<td>EDHS 9995 Research (1 credit)</td>
<td></td>
</tr>
<tr>
<td>EDHS 8700 Practicum (3 credits)</td>
<td>EDHS 8700 Practicum (3 credits)</td>
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<tr>
<td>Advanced Stats</td>
<td>Advanced Stats, if needed</td>
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<tr>
<td>DSK/AI, if needed</td>
<td>DSK/AI, if needed</td>
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<tr>
<th>Third Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>EDHS 8710 Psychological Consultation &amp; Supervision</td>
<td>EDHS 8500 Social and Affective Processes in Human Development</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>
<td></td>
</tr>
<tr>
<td>EDHS 8700 Practicum (3 credits)</td>
<td>EDHS 8700 Practicum (3 credits)</td>
<td></td>
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<tr>
<td>EDHS 9740 College Teaching (1 credit), if co-teaching</td>
<td>EDHS 9740 College Teaching (1 credit), if co-teaching</td>
<td></td>
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<tr>
<td>DSK/AI, if needed</td>
<td>DSK/AI, if needed</td>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>EDHS 9999 Dissertation (12 credits)</td>
<td>EDHS 9999 Dissertation (12 credits)</td>
<td></td>
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Note: DSK = discipline-specific knowledge; AI = advanced integrative.
Independent Study

Students who seek course credit for independent study must obtain permission from their academic advisor, who will bring the request to the program faculty meeting for approval. Students prepare a prospectus that describes the nature of the study, projected activities, expected products or outcomes, a method of evaluating and accounting for the study, and identify a faculty member to oversee the study. Students also submit the Curry Independent Study Contract (https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/independent_study_contract.pdf) that is signed by the student’s academic advisor, the independent study supervisor, and the student.

Enrollment Policy

Length of Enrollment

Students entering with a bachelor’s degree typically enroll full time for four academic years, and then spend a fifth year on internship. This includes enrollment for each summer, except for the summer prior to internship. Those entering with a master’s degree in psychology or a closely related area may enroll full time for fewer years, depending upon the applicability of previous work. A minimum of three years must be in full-time residency on grounds for all students. Students also must complete a year-long internship prior to graduation.

Continuous Enrollment

All graduate students 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 3 credit hours of practicum each summer (EDHS 8700).

Number of Credit Hours

Students typically enroll in 15-18 credit hours each fall and spring semester and 3 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 signing up for dissertation-research hours (if dissertation has not been defended). Students on internship who have successfully defended their dissertation may enroll with "Affiliated Status" at a substantially reduced fee (contact Sheilah Sprouse for details). However, students with loans are cautioned to check to be certain that this status does not trigger the loan repayment process.

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.). There is a small fee associated with this status.

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

All students are eligible for earning a M.Ed. en route to the Ph.D. in Clinical Psychology. In addition to 33 course credit hours, a required 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. For more information regarding the predissertation project, see the Research section of the Handbook.

Due date: July 1 of the first year.

Doctoral Comprehensive Examination

At the end of the first semester of third year, students have from December 1st until the beginning of the Spring semester at the end of January to respond to a question posed by faculty regarding an important, current issue in the field. Responses require support from research literature and comprehensive understanding of relevant evidence-based practices, ethics, and diversity issues. Grading is done independently by two core faculty, with a minimum passing grade of 70 out of 100 (averaged across the graders). A lower grade will result in feedback provided by the student’s advisor, followed by a required re-write and re-grading.

Teaching Experience

During third year, students are expected to co-teach a course. All third years will sign up for one credit of EDHS 9740 Internship in College Teaching during the fall or spring semester, and participate in a co-teaching experience (teaching assignments are made based on availability of course offerings, with student preference considered but not guaranteed). The co-teaching experience involves the student providing input on the syllabus, designing at least one assignment and exam/quiz, and delivering instruction for two class sessions (for once/week classes) or three sessions (for classes that meet twice/week).
CLINICAL/SCHOOL EXPERIENCE

Clinical/School Applied Training

Students engage in 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 provides more advanced training, 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. All supervision is based on direct observation of practice at least once during each evaluation period; multiple profession-wide competencies are assessed by supervisors on a semi-annual schedule. The practicum requirement is met through a first-year school practicum, the second-year practicum in Sheila C. Johnson Center for Human Services (SJC), and two additional placements in local agencies or schools during the third and fourth year. During the fifth year, students complete an internship in an external agency, typically an APA-accredited site.

First-year Clinical/School Practicum

All first-year students participate in a school psychology practicum. Students spend one day per week in the public schools under supervision of certified school psychologists during the spring semester. These placements expose the student to the professional practice of psychology as it is applied in schools, and provide practicum experiences essential to the student’s professional growth.

Second-year Clinical/School Practicum (Sheila C. Johnson Center for Human Services [SJC])

This practicum, which is directed by faculty from the Curry Program, begins July 1 of the second year and ends on June 30 of the following 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. 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 integrated 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 co-responsibility for determining the methods and tools to be used in the assessment, working closely alongside the faculty supervisor and student 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 program’s Assessment Manual, which is provided to students at the beginning of the second year.

Second-year students also conduct an average of 2 hours of psychotherapy per week in the SJC (typically requires carrying 3-4 cases at a time). One hour of supervision per week is provided for these cases by core or adjunct, licensed faculty supervisors.
Third- and Fourth-year Clinical/School Practicum

During the third and fourth years, a student may pursue practicum training in vetted external agencies with existing relationships with the program, such as the Commonwealth Center for Children and Adolescents, Family Stress Clinic, and Charlottesville City or Albemarle County Schools. Students can also spend one of these years working in the SJC in an advanced position. Students pursuing school psychology certification undertake a half-time internship in a public school. Practicum placements are arranged in consultation with the Director of Clinical Training and Program Director. Students are not allowed to accept a practicum position without explicit permission from the Director of Clinical Training and Program Director.

Practicum during the third and fourth years runs from July 1 to June 30 of the following year (though some community sites have later start dates). Second- and third-year students meet with the Director of Clinical Training and Program Director in February/March to discuss placement options for the following year. Students are typically 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. It is expected that students fulfill the expectations for professional behavior, clinical hours, and supervision as communicated by the practicum site supervisor and Director of Clinical training at the start of the training year. Students will be evaluated twice during the practicum year, based at least in part on direct observation by the supervisor – once at the end of each semester. Students will also have an opportunity to provide feedback about the practicum experience and supervisor to the Director of Clinical Training at the end of each semester.

Students also complete two additional integrative assessments in SJC prior to departure for internship, which results in a total of five integrative assessments supervised by program faculty. Though these third and fourth year assessments continue to involve a faculty 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 is assigned the case by the Director of Clinical Training and carries it through feedback and any necessary follow-up.

Group Experience within the Practicum Sequence

All students must have supervised experience in group work with clients at some point in their training.

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/School 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 coordinators, Matt Yoder and Micah Mazurek. 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. Matt Yoder and Micah Mazurek will meet with prospective interns no later than the June prior to application due dates 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 dissertation credits (EDHS 9999); after successfully defending the dissertation, a student should register for "Affiliated Status." A special reduced tuition rate is charged for dissertation credit, and a further reduced rate is charged for "Affiliated Status." (Before registering for "Affiliated Status," check to be sure this status does not trigger loan repayment.) If the dissertation defense occurs prior to internship, students may enroll for "Affiliated Status" during the Fall, Spring, and Summer before graduation.

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 pursuing school psychology certification complete a 3rd or 4th year school psychology internship placement during residency in Charlottesville, complemented by a 5th year internship with at least 50% child/adolescent involvement. See “Additional Requirements to Pursue School Psychology Certification” and “Important Dates for Internship” in this manual for more information.

**File Check-Out Prior to Departure for Internship**

All students are required to meet with the Director of Clinical Training to review their clinical documentation prior to departure for external internship. Files and charts will be
inspected 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 Director of Clinical Training 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, etc.
- 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, which is earlier than the completion date for 5th year internships. For this reason, 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**

Students log all clinical activities using Time2Track, provided through the program. Each semester the Director of Clinical Training audits students’ clinical logs. Students who do not have their logs up to date 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.

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) may result in a lowered grade for practicum. You are also expected to continue logging hours in Time2Track during your internship year, to be shared with the Director of Clinical Training upon completion of the internship.

**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. Incoming first years will receive a primer from an advanced student during their first semester at Curry.

**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 (will be provided in June-August each year).
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](http://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](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 and discussing 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.”*

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 in 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 an actual client, then 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 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.*
   
   Time2Track now interfaces with the APPIC internship applications. This will make life easier for you if you are careful in your entries.

**RESEARCH EXPERIENCE**

**Research Lab Engagement**

All students are expected to devote a minimum of 10 hours per week to research lab activities throughout their four years on grounds. This research experience is supervised by their assigned research advisor.

**Predissertation Research Project**

*Proposal*

Students write a proposal that describes the intended predissertation project. This proposal, which is due July 1 of the first year, also serves as the master’s comprehensive examination. 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 April 1 at the latest.

**Typical 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 is read by two faculty members  
4. The committee chair coordinates grading and reports the results to the Program Director through a memo that becomes a part of the student file

**Completion of Predissertation Project**

After students complete their predissertation proposal, they should make any necessary revisions to their proposal as based on feedback from the two proposal reviewers. Students proceed with the 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 January 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.

The predissertation project is considered complete after submission of a journal article derived from the proposed project is submitted for publication in a peer-reviewed journal approved by the research advisor. The deadline for completion is July 1 of the second year.

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 (aligned with requirements of targeted journal). Authorship of manuscripts submitted for publication will be determined by APA ethical guidelines. Under these guidelines, the student is usually the first author and the faculty advisor (as well as others who made substantial contributions to the study) are listed as co-author(s), but authorship and order of authorship is determined on a case-by-case basis.

There is no requirement that the manuscript be accepted for publication. Ordinarily, the student and faculty advisor (or other co-authors) will work collaboratively on revising the manuscript for resubmission if it is deemed publishable. Students who fail to complete the
predisertation project by July 1 of the second year are automatically placed on academic probation, unless extenuating circumstances arise and an extension is approved jointly by the advisor and Program Director.

**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. During initial dissertation planning, the student forms a dissertation committee. At least one member must be from outside the program area; two members should be from the Curry Program 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. Faculty from other universities may serve on the committee as a fifth member.

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 in order to graduate (EDHS 9999), and a student must be enrolled in dissertation credits during the semester that they defend.

*Preparation for Proposal Defense*

Upon successful completion of the doctoral comprehensive examination and the appointment of the dissertation committee, students decide, with guidance from their faculty advisor, whether to pursue a traditional dissertation or the three-paper manuscript-style dissertation. Details about each of these options can be found on-line in Curry’s Ph.D. Dissertation Manual (https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/Curry_dissertation_manual.pdf). Briefly, the proposal for each entails the following:

**Tradition Proposal**

1. Introduction/Statement of the Problem
2. Literature Review
3. Conceptual Framework
4. Research Questions
5. Research Design
6. Plan of Data Collection
7. Plan for Data Analysis

Three-paper Manuscript Proposal
1. Introductory Linking Document
2. Paper 1 (complete)
3. Paper 2 (mostly or entirely complete)
4. Detailed description of plans for Paper 3
5. Timetable detailing completion and submission of each paper to a journal

Proposal Defense
Students orally defend their written proposal at a formal meeting of the full dissertation committee. This meeting is scheduled well in advance of the intended date. It is the student’s responsibility to find a room for the defense. Proposing students provide committee members 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 (https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/Announcement_of_Dissertation_or_Capstone_proposal_or_final_defense.pdf) and submits it to Sheilah Sprouse in the Admissions and Student Affairs Office.

At the proposal defense, the student 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 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. An electronic copy shared by email is also acceptable.

Doctoral Dissertation Final Defense
These guidelines clarify policies and procedures for the doctoral dissertation defense of candidates for the Ph.D. in Clinical Psychology in the Curry Program 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 and Human Development.

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 Sheilah Sprouse (https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/Announcement_of_Dissertation_or_Capstone_proposal_or_final_defense.pdf) 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, and the title of the dissertation.
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 (with Vickie Thomas’ assistance), 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 brings 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 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 are 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 is 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 presents a brief review of the dissertation project, with primary emphasis on presentation and interpretation of research findings.
5. The candidate responds to questions from each member of the committee. As chair of the meeting, the dissertation chair coordinates 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
questioned the candidate, others in attendance may ask questions of the candidate. The dissertation chair 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, leave 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 return to the room to hear the committee’s decision.

8. There are three possible outcomes to the defense:
   - The candidate passes the defense, based on the unanimous agreement of the committee.
   - The candidate passes the defense conditional upon specified modifications. In some cases, a student given a conditional pass may be required to re-defend.
   - The candidate fails the defense.

Committee members express their approval of the defense by signing the title pages of the candidate’s dissertation. Committee members may suggest minor alterations in the dissertation document (simple changes in wording, grammatical corrections, etc.) and still award a passing outcome to the candidate. Depending upon the level of modification required, committee members may sign approval documents at the time of the defense or sign documents with the assumption that the chair will oversee specified changes. In the latter case, the chair refrains from signing documents until all requested modifications are made.

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 are 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 - is 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 is permitted one additional opportunity for a doctoral dissertation defense. A candidate who fails 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 given to the program administrative assistant for the student’s permanent file and a copy to the Office of Admissions of the Curry School of Education and Human Development.

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.

Publication of Dissertation and Related Articles

Guidelines for submitting the dissertation may be obtained from the Office of Admissions and Student Affairs and are summarized on the Curry website.
Dissertations should be suitable for publication in a professional journal or for presentation through other media. Submission for publication of a manuscript based on the dissertation is expected in order to disseminate information and further the professional growth of the student. The results of the dissertation in any form are normally published under the name of the student. If one or more members of the faculty substantially participated in the research project, the resulting publication should be jointly authored. If the student receives less substantial assistance from one or more members of the faculty, a footnote acknowledging such assistance should be included in the article as a matter of professional courtesy. Appropriate reference to the dissertation on which the publication was based should also be included.

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

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

Quantitative and Qualitative Research Competency Standard

The quantitative research standard is fulfilled by completion of the four-course research methods/statistics sequence and submission of a data-based article derived from the predissertation project to a peer-reviewed journal. Qualitative research is included in the curriculum of clinical psychology students in 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 or mixed methods research course as an elective. Third, students may take a qualitative or mixed methods 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 at least four presentations during the year on relevant research in clinical and/or school psychology. Presentations may include those from Youth-Nex, CASTL, EdPolicyWorks, Center for Race and Public Education in the South, Department of Psychology colloquia, Psychiatry Grand Rounds, Institute for Law, Psychiatry & Public Policy training workshops, or other academic presentations approved by the faculty.
Second-year students:

- Attend two defenses during the year. These may be either or both dissertation proposal defenses or dissertation final defenses.
- Attend at least four presentations during the year on relevant research in clinical and/or school psychology. Presentations may include those from Youth-Nex, CASTL, EdPolicyWorks, Center for Race and Public Education in the South, Department of Psychology colloquia, Psychiatry Grand Rounds, Institute for Law, Psychiatry & Public Policy training workshops, or other academic presentations approved by the faculty.

Third- and fourth-year students:

- During 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, CASTL, EdPolicyWorks, Center for Race and Public Education in the South, Department of Psychology colloquia, Psychiatry Grand Rounds, Institute for Law, Psychiatry & Public Policy training workshops, or other academic presentations approved by the faculty.

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.

Academic and Clinical Performance

In April/May of each year, students complete a summary of their academic, research, and clinical activities for the preceding year, using the program’s student review form. Subsequent to this report, faculty meet 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 (B- or better in all coursework), in professional demeanor, in clinical skills, and in research skills. If deemed necessary, appropriate methods of remediation are suggested and must be carried through. If unsatisfactory progress is made, the faculty may place a student on probation (see below for details).

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 advisor writes a summary of the evaluation that is shared with the student and is included in the student’s records. 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. 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. Written work should be submitted in a timely fashion and in an appropriate format. Students’ performance in the above areas will be reflected in their practicum grade, drawn from supervisor feedback. Continued problems in this area can lead to enforced withdrawal from the Curry Program.

Probation

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 remediation steps they should take to avoid probation (e.g., completion of coursework or research projects). However, 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 July 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 (July 1).
• Failure to adhere to clinical practicum expectations regarding professionalism, clinical hours or engagement with clinical supervision.
• Unsatisfactory scores regarding clinical competence from practicum supervisor evaluation at the end of each semester.

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) associated with probationary status. A student who fails to make satisfactory progress while on probation may be required to withdraw from the university. 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.

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 and Human Development, or the requirements for the Ph.D. in clinical psychology.
University and Curry School regulations regarding academic standing and due process are further summarized in this handbook section - “Academic Standing and Due Process.”

**Outside Work and Volunteer Activities**

No outside clinical 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 a Memorandum of Understanding form (see Appendix). 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 Advisor(s)*

Each student is assigned a faculty advisor by the Program Director prior to the student’s arrival. Often, students receive advisement on both academics and research from a single core faculty member. On the academic side, this 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. On the research side, the advisor is responsible for engaging the student in their research lab activities and overseeing their progress on required research products (e.g., predissertation, dissertation). Of note, a student’s research advisor does not have to be the student’s academic advisor. In particular, when a student’s research advisor is an affiliated faculty member, then they are also assigned a core faculty member to serve as their academic advisor.

*Change of Advisor(s)*

The student’s current research or academic advisor should be informed of the student’s desire for a change. 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.
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, or the Director of Clinical Training about clinical training issues.

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. When offered admission, students learn the name of the intended research advisor who will mentor scientific work as well as the lab or center in which they will perform their research activity for 10 hours per week throughout their four years on grounds.

Students typically continue in this research assignment during graduate study, but occasionally they may want 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. To do so, students must inform their advisor(s) 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 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.

Faculty Availability in the Summer

Some faculty members of the Curry Program are not employed by the University during the summer months; therefore, students who need the services of such faculty members must make arrangements regarding summer contact. 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 in Time2Track. These forms provide a cumulative total of clinical hours and aid in applying for internships as well as for the Curry Program’s 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, except for the purpose of obtaining required signatures.

Student Association

Membership in the Curry Program in Clinical and School Psychology Student Association includes all students currently enrolled in the program. Each cohort elects a representative, who attends faculty meetings, serves as a liaison with the program director, and organizes student-centered events. 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 student representative meetings with the program director or by sending a representative to faculty meetings, may bring any issues or concerns to the attention of the faculty.

Conflict Resolution

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.

Students should undertake the following steps as part of resolving conflicts with faculty or students in the program:

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 should use 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, the Director of Clinical Training, 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 provide coaching, support, and educational materials on conflict resolution 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 and 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 policies on academic standing and due process are described below.

**Academic Standing and Due Process**

Policies regarding a student’s academic standing and due process mechanisms are described in the University of Virginia Graduate Record and include policies that are university-wide and those policies that are specific to the Curry School (see [http://records.ureg.virginia.edu/index.php](http://records.ureg.virginia.edu/index.php) for most recent Record).

**Academic Standing and Due Process**

A student is considered to be in good academic standing if course grades earned are B- or higher. A student may incur academic probation during any semester in which he/she fails to meet the minimum academic standards. A student on probation is expected to meet with his or her advisor and program coordinator to determine a plan for academic improvement. If the student does not regain good standing by the end of the next semester, the student may be forced to withdraw. A student may also be required to withdraw if the academic advisor, departmental faculty and the associate dean determine that the student is making unsatisfactory progress toward a degree or fails to comply with all applicable University, School, and departmental policies, including but not limited to, those governing student conduct, academics, and the Code of Honor. Students who have been forced to withdraw must apply for readmission.

**Grade Appeal Policy**

Students who wish to appeal a grade must first attempt to resolve the issue with the instructor of the course. Absent a satisfactory outcome, the student consults with the chair of the department. Students may consult with the Curry School’s associate dean for academics and student affairs to confirm which department chair should be contacted. If this path proves unsuccessful in the resolution of the matter, the student may appeal to the dean of the Curry School. The dean’s decision is final. At each stage of their appeal, students should provide any supporting
documentation they believe is important to their appeal. Appeals must be initiated within one month of the final date by which grades are posted for the term in question.

Grade Changes
No grade may be changed after it has been submitted to the University Registrar without the approval of the dean. The dean is not authorized by the faculty to change a grade submitted to the University Registrar except when an instructor certifies that, because of errors in calculation or transcription, an incorrect grade has been submitted. All grade changes must be entered into SIS.

Grievance Process
An undergraduate, graduate, or professional student who believes that an academic decision violates the University’s or School’s academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee. Students should consult the dean’s office of their school for guidance as to the appropriate point of contact for the initial appeal. This process is intended to remedy harm done to the grievant and not to impose punitive sanctions on University employees or other students. However, in some cases, a proposed corrective action may include a recommendation for disciplinary action to be taken toward a University employee or student. In such cases, the recommendation will be addressed under the appropriate University procedure.

The grievance must be filed by the student who is affected by the academic decision being contested; it may not be filed on the student’s behalf by another individual.

Before filing a grievance with the appropriate department chair, unit head, or faculty committee, the student should have attempted to resolve his or her concerns directly with the individual responsible for the challenged academic decision. These attempts should be sincere and substantial.

The grievance must specify:

1. which academic policy or procedure has been violated;
2. what efforts the student has made to resolve the concern informally; and
3. the requested resolution.

It is the responsibility of the student filing the grievance to insure that the grievance includes all necessary supporting documentation at the time of submission.

For graduating students, a grievance must be filed in writing, according to the process defined above, before the degree is awarded in the Student Information System.

The grievance should be filed with the appropriate department chair, unit head, or faculty committee, who will adjudicate the case. If the appropriate department chair or unit head is a party to the case or is otherwise unable to serve, the grievance should be filed with the school’s appropriate associate dean or other official or committee as designated by the dean or the school’s policies.
The department chair, unit head, faculty committee, associate dean, or designated official will investigate the complaint. Investigation will include but is not limited to reviewing relevant documentation and meeting with the student and the faculty member or University official who made the decision being contested. Within thirty (30) calendar days after receiving the grievance, the individual or committee who adjudicates the case will communicate in writing his/her decision to both the student and the faculty member or official.

Within five (5) calendar days after receiving the decision, the student may appeal to the dean or the dean’s designee, as specified in the school’s detailed grievance procedures, available in the school’s section of this Record. The only basis for appeal is documented evidence that adjudication of the grievance failed to comply with the procedural requirements of this policy. Dissatisfaction with the outcome of the grievance will not be grounds for appeal.

Within thirty (30) calendar days after receiving the appeal, the dean or the dean’s designee will consider the evidence and communicate in writing his/her decision to the student, the faculty member or official, and the department chair, unit head, associate dean, or designated official involved in the case. The decision of the dean or the dean’s designee will be final.

Upon conclusion of the grievance process, to ensure the University’s compliance with accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the school will provide the following information to the associate vice provost for academic accreditation:

1. date on which the grievance was filed;
2. individual who filed the grievance;
3. individual against whom the grievance was filed;
4. general nature of the grievance;
5. outcome of the grievance; and,
6. date of resolution.

This information will be retained in a secure and confidential location for two (2) years.

Complaints of discrimination or harassment, that is any complaint that the student has been subjected to discrimination on the basis of age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, or family medical or genetic information by the University, are not appropriate for review under the grievance procedure described in this policy and are handled under policy HRM-009, Preventing and Addressing Discrimination and Harassment (PADH), HRM-010, Preventing and Addressing Retaliation, and the related complaint procedures maintained by the Office of Equal Opportunity Programs (EOP).

Reports of sexual assault, sexual exploitation, intimate partner violence, stalking, or sexual or gender-based harassment are not appropriate for review under the grievance procedure described...
in this policy and are handled in accordance with policy HRM-041, Policy on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence and its appendices.

For the complete policy please see http://uvapolicy.virginia.edu/policy/PROV-019.

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. Applications must be made through the university’s financial aid office each year. The program makes efforts to provide work-study options, when possible.

Summer Support

Students interested in summer support need to begin looking early and should have alternate plans if support is not forthcoming. As stated previously, no outside clinical work, whether paid or unpaid, is allowed unless 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, which are communicated in a letter.

Registration Requirements

Students must be registered full time in order to qualify for fellowships during the academic year (minimum of 12 credits each semester of the academic year, and 3 credits over the first three summers). 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. 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. Information regarding Virginia in-state status can be found at http://www.virginia.edu/provost/vastatus/.

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 and Human Development, the Sheilah C. Johnson Center for Human 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 receive 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 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, teaching support, or research activities that are beyond expectations for clinical or research training. For example, the SJC may have opportunities for additional assessments, beyond those required for each student as part of assessment training. Faculty may teach courses that need grading or course support, with accompanying compensation. 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.

**Additional Requirements to Pursue School Psychology Certification**

The following additional policies and requirements are applicable to those students who wish to pursue school psychology certification. 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 Program Director, or can be found at the following links:


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 basic program requirements.

**Matriculation**

Students in the Curry Program in Clinical and School Psychology must inform the Program Director of their intent to pursue school psychology certification by the beginning of their second year of doctoral study. Regular contact with the Program Director thereafter will be required in order to ascertain that coursework and practica/internship experiences will satisfy the requirements. The Program Director must sign off on the student’s Record of Progress at the conclusion of the program in order for the student to receive endorsement for meeting school psychology training requirements from the program.

**Course Requirements**

1. In order to be eligible for pursuit of school psychology certification, students must complete work in the following areas:
   - Human exceptionalities
   - Professional school psychology (including roles and functions of school psychologists and history of school psychology)

2. Typically, this content is obtained by:
   - Completing coursework that is part of the program’s core curriculum
     - EDHS 8750 Psychological Interventions in the Schools
     - EDHS 8690 School Psychology Practicum
   - Completing 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 the Program Director if a substitution is being considered.

**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 1500 hours, with 600 hours being in a school setting. This is typically achieved through a 2-pronged process. First, students complete a 20 hours/week half-time internship for 39 weeks in a local school system during their 3rd or 4th year (or equivalent thereof; minimum of 600 hours). In addition, students then complete a 12-month full time internship during their 5th year in an APA/APPIC approved setting working extensively with children/adolescents (50% or more of the time).

While on half-time internship in the schools, interns work under the supervision of an experienced, credentialed (i.e., licensed by Virginia Department of Education) school psychologist. During the school psychology internship year (or equivalent thereof), students 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. The program collects formal evaluations of the intern’s performance at least twice during the academic year, which must be based at least in part on a supervisor’s direct observation of the intern’s practice.

All written work is approved and co-signed by the supervisor. A minimum of one hour per week of supervision is required on site. The school division provides 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 agree to abide by school-division policies and procedures and to conduct themselves in accordance with the standards of NASP and APA.

**Other School Psychology Program Requirements**

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

- Students’ program of study must include at least 90 semester hours of graduate credit (with at least 78 hours exclusive of credit from the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation). 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 5000-5999 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. Lyons will be part of that experience (EDHS 8690). 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.
- Students are required to take the National School Psychology Examination administered by the Educational Testing Service. Students provide an official score report to the Program
Director. Students must achieve a passing score (147) in order to receive endorsement for completing school psychology requirements in the program. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service.
Appendix of Forms
RECORD OF PROGRESS
Ph.D. in Clinical Psychology
University of Virginia
Curry Program 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: _______________________________________________________________________
First                                     Middle                                     Last

Advisor: _____________________________    Date admitted to program: __________________

Undergraduate institution: _______________________________________________________

Graduate institution: ___________________________________________________________

GRE scores: Verbal _____  Quantitative _____  Analytical _____  Psychology _____

Permanent Address:  _____________________________________________________________
____________________________________________________________

Current Local Address: ___________________________________________________________
____________________________________________________________
cell number  ______________________________________

1. MASTER’S EXAMINATION (pre-dissertation proposal due July 1 of first year).

   Advisor must initial: ______
   _____ Pass M.Ed. examination  _____ M.Ed. not applicable

2. PREDISSERTATION RESEARCH PROJECT (absolute deadline: July 1 of second year)

   Date of approved proposal: _______________ Date submitted to journal: _______________
   Pre-dissertation title (please print): _______________________________________________________________________
   ________________________________________________________________
   _______________________________  _______________________________  _______________________________
   Signature/research supervisor:  Date:  __________________
   Signature/2nd 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 comprehensive examinations and within seven years of admission to the Ph.D.)

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<tr>
<th>Discipline-specific Knowledge: Category 1</th>
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<tbody>
<tr>
<td><strong>History and Systems</strong></td>
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<tr>
<td>EDHS 8640 Principles of Psychotherapy (with History &amp; Systems module)</td>
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<td>Other:</td>
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<th>Discipline-specific Knowledge: Category 2</th>
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<td><strong>Biological Aspects of Behavior</strong></td>
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<td>EDHS 8680 Developmental Cognitive Neuroscience</td>
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<td>Other:</td>
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<th>Cognitive Aspects of Behavior</th>
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<th>Social Aspects of Behavior</th>
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<td>EDHS 8500 Social and Affective Processes in Human Development</td>
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<td>EDHS 8500 Social and Affective Processes in Human Development</td>
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<th>Developmental Aspects of Behavior (1 course required, or equivalent)</th>
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<tr>
<td>EDLF 5160 Life Span Development</td>
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<td>EDLF 7200 Child Development</td>
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<th>Discipline-specific Knowledge: Category 3</th>
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<td><strong>Advanced Integrative Knowledge in Scientific Psychology</strong></td>
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<td>EDHS 8680 Developmental Cognitive Neuroscience</td>
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<td>EDHS 8500 Social and Affective Processes in Human Development</td>
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<td>Other:</td>
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*This requirement may also be filled by another advanced class with permission from advisor and faculty.*

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<th>Discipline-specific Knowledge: Category 4</th>
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<tr>
<td><strong>Research Design and Methodology, Statistics, and Measurement (4 courses)</strong></td>
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<tr>
<td>EDLF 7300 Foundations of Educational Research</td>
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<td>EDLF 7420 Quantitative Methods II: General Linear Model</td>
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<td>EDLF 8310 Quantitative Methods III: Generalized Linear Models</td>
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<tr>
<td>EDLF 8350 Statistics IV (or an alternative, advanced statistics class)</td>
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*Alternative advanced statistics class options:*

| EDLF 7404 Qualitative Analysis |
| EDLF 8361 Structural Equation Modeling |
| EDLF 7402 Program Evaluation |
| EDLF 8360 Multi-level Modeling |
| Other: |

*This requirement may also be filled by another advanced class in design and methodology, statistics, and measurement with permission from advisor and faculty*
### Clinical/School Core (all courses required)

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<tr>
<th>Course Code</th>
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<td>EDHS 6010</td>
<td>Diversity Issues in Clinical Psychology</td>
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<td>EDHS 7630</td>
<td>Issues in Professional Psychology</td>
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<td>EDHS 7640</td>
<td>Cognitive Assessment</td>
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<td>EDHS 7680</td>
<td>Psychopathology</td>
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<td>EDHS 8640</td>
<td>Principles of Psychotherapy</td>
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<td>EDHS 8660</td>
<td>Personality Assessment</td>
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<td>EDHS 8670</td>
<td>Behavioral, Emotional, and Social Assessment of Children</td>
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<td>EDHS 8710</td>
<td>Psychological Consultation &amp; Clinical Supervision</td>
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<td>EDHS 8730</td>
<td>Family Therapy: Theory and Techniques</td>
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<td>EDHS 8750</td>
<td>Psychological Intervention and Consultation in Schools</td>
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<td>EDHS 8772</td>
<td>Advanced Psychotherapy: Evidence-informed Clinical Decision-making and Practice</td>
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<td>EDHS 9761</td>
<td>Child Therapy</td>
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<th>Year 1 - Summer</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.
Documentation of Discipline Specific Knowledge  
– Categories 1-3 –

Student Name: ___________________  Program Matriculation Date: ______________

The table on the next page documents completion of APA requirements in the area of discipline-specific knowledge for Categories 1-3. Prior to graduation there must be documentation that the student satisfied ALL THREE of the following:

1. Acquisition of foundational knowledge in each area (now called Discipline-Specific Knowledge Category 1 and 2 within the CoA Implementing Regulations). This foundational knowledge may be acquired at an undergraduate or graduate level. However, program approval is required for use of prior-acquired knowledge and must be documented here, in one of the following ways:
   a. Undergraduate coursework (B- or better from transcript, and Program Director review of relevant syllabus)
   b. Psychology GRE (70th %tile or better for relevant subscores)

2. At least one advanced integrative class that combines at least two knowledge bases (referred to as Discipline-Specific Knowledge Category 3). Note that a single integrative class may satisfy the requirement for graduate-level coverage (#3) in multiple areas, if the foundational requirement (#1) was met for each relevant area.

3. Graduate-level coverage of EACH of the following knowledge bases. This coverage may be undertaken within a class that integrates more than one area (under the conditions described in #2) or in a stand-alone course (as described in #1).
<table>
<thead>
<tr>
<th>Knowledge Base</th>
<th>DSK Requirement #1</th>
<th>DSK Requirement #2</th>
<th>DSK Requirement #3</th>
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<tbody>
<tr>
<td>Foundational Knowledge (Provide evidence for EACH knowledge base)</td>
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<td>Foundational Graduate (Column A)</td>
<td>Foundational Undergraduate (Column B)</td>
<td>Advanced Integrative Knowledge (Provide Evidence for MINIMUM OF ONE Graduate Level Course that Integrates 2 of the 5 Bases)</td>
<td>Graduate Level Coverage of Knowledge Base (Provide Evidence in EACH Knowledge Base – May Document from Column A or Column C)</td>
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<tr>
<td>History &amp; Systems</td>
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<tr>
<td>Biological aspects of behavior</td>
<td>OR</td>
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<tr>
<td>Cognitive aspects of behavior</td>
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<tr>
<td>Affective aspects of behavior</td>
<td>OR</td>
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<tr>
<td>Social aspects of behavior</td>
<td>OR</td>
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<tr>
<td>Developmental aspects of behavior (≥ 2 dev. periods)</td>
<td>OR</td>
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Note:
4. **PRACTICA**

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

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

6. **SCHOOL PSYCHOLOGY CERTIFICATION**

   Yes   No

Coursework:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

*Other:*

_________________________________________________________________

_________________________________________________________________

Program Director  

Date
SCHOOL PSYCHOLOGY INTERNSHIP
Dates: _______________________________ to _______________________________

Setting: __________________________________________________________

Program Director: __________________________________________________

PRAXIS EXAMINATION
Date: ____________________________   Score: ____________________

Program Director
Date

7. APPROVAL OF THE PROGRAM OF STUDY (must be signed at end of first year)

Advisor
Date

Program Director
Date

8. GROUP COUNSELING/Therapy Training Experience (describe)

Advisor
Date

9. Teaching/Professional Presentation Experience (describe)

Program Director
Date
10. **DOCTORAL COMPREHENSIVE EXAMINATION**

Date: ___________________  Passed ______

__________________________________________  ____________
Advisor                                Date

11. **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

Members:

       Print Name

       Print Name

       Print Name

       Print Name
12. **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

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

Dissertation Chair                          Date

14. **ADVANCED TO CANDIDACY**

Advisor                                      Date

15. **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
16. **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:

__________________________________________  Date

Sheilah Sprouse

17. **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

18. **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: ____________________________________________
19. **CLINICAL INTERNSHIP**
Dates: _______________________ to _____________________

Setting: _______________________________________________________________

Name of Internship Training Director: ______________________________________

_____________________________________________________________________

Director of Clinical Training Date

20. **COMPLETION OF CLINICAL LOGS**

_____________________________________________________________________

Date Director of Clinical Training

21. **APPLICATION FOR DEGREE** (Submitted to Curry School. 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: _______________

22. **APPROVAL OF DISSERTATION** (title and signature page)

_____________________________________________________________________

Date Sheilah Sprouse

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

_____________________________________________________________________

Date Program Director
ANNUAL STUDENT REVIEW

Name:  

Academic Advisor:  

Research Supervisor:  

Date:  

Current clinical Supervisor(s):  

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<th>Grade</th>
<th>Course</th>
<th>Grade</th>
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</table>

2. List all upcoming courses that you plan to take in 2011:

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<tr>
<th>Course</th>
<th>Grade</th>
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<th>Grade</th>
<th>Course</th>
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</table>

4. Describe what you are doing this year to meet the program's requirements for 10 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 in the record of progress?
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 in the coming year.

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 Program in Clinical and School Psychology

Curry Program 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 Program Director 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 __________________________

Faculty Advisor __________________________ Date __________________________

Program Area Director __________________________ Date __________________________
**ANNUAL STUDENT REVIEW BY FACULTY**  
Curry Program in Clinical and School Psychology

<table>
<thead>
<tr>
<th><strong>Student:</strong> ______________________________________________</th>
<th><strong>Date:</strong> ______________________</th>
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</table>

**ACADEMIC PERFORMANCE/PROGRESS**

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<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Expected Level</th>
<th>Marginal</th>
<th>Deficient</th>
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<tbody>
<tr>
<td>Coursework</td>
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<tr>
<td>Research:</td>
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<tr>
<td>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></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Expected Level</th>
<th>Marginal</th>
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<tr>
<td>Assessment skills</td>
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<td>Therapy skills</td>
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<td>Supervision preparedness/response</td>
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<td>Ethical decision-making</td>
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<tr>
<td>External practicum feedback, if available</td>
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</table>

**PROFESSIONAL BEHAVIOR**

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<th>Excellent</th>
<th>Very Good</th>
<th>Expected Level</th>
<th>Marginal</th>
<th>Deficient</th>
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<tbody>
<tr>
<td>Timeliness of logs, files up to date, etc.</td>
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<tr>
<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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<td>OTHER</td>
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<td><strong>Strengths</strong></td>
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<td><strong>Areas for growth</strong></td>
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Advisor ____________________ Date ____________________

I have read and discussed this review with my advisor.

Student ____________________ Date ____________________
Curry Program 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 collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.</td>
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<tr>
<td>Informal and Formal Assessment</td>
<td>NASP 2:1 and 2:9</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4. 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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<td>5. School psychology practicum students are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.</td>
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<td>6. 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. School psychology practicum students translate assessment results into empirically based decisions about service delivery to promote child/adult achievement.</td>
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<tr>
<th>Typical and Atypical Human Development Processes</th>
<th>NASP 2:4</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
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<tbody>
<tr>
<td>8. 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. 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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<tr>
<td>10. 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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<td>4</td>
<td>5</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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<tr>
<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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<tr>
<th>General Education, Special Education, Other Educational and Related Services</th>
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<th>2</th>
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<th>4</th>
<th>5</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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<th>2</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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<tr>
<td>16. School psychology practicum students recognize psychopathology and articulate its potential influence on school functioning.</td>
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<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. |
|---|---|---|---|---|---|

| Consultation and Collaboration  |
| NASP 2:2 & 2:8 | 1 | 2 | 3 | 4 | 5 |
| 19. School psychology practicum students are knowledgeable about collaboration and consultation models and methods. |
| 20. School psychology practicum students communicate information that is readily understandable to different audiences during meetings, in-services and consultations. |
| 21. School psychology practicum students have knowledge of family systems including family strengths and influences on student development, learning and behavior. |

| Legal, Ethical, and Professional Practice  |
| NASP 2:10 & 2:11 | 1 | 2 | 3 | 4 | 5 |
| 22. School psychology practicum students demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards. |
| 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. |
| 24. School psychology practicum students integrate information sources and current technology to enhance quality of service. |
Did your strategy for evaluating this student’s practicum experience include direct observation at least once during the current evaluation period, as is required by our accrediting body? (Direct observation includes in-person observation (i.e., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording.)

_____ Yes  ____ No (please explain why)

________________________________________________________________________________

________________________________________________________________________________

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 Program 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)

1. School psychology interns apply learning, motivation, and developmental theories to improve learning and achievement for all children/students.

2. 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.

3. School psychology interns translate assessment results into empirically based decisions about service delivery including instructional interventions and consultation, to promote child/student achievement.

4. School psychology interns, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.

5. School psychology interns evaluate the effectiveness of interventions and modify as necessary and appropriate.

### Informal and Formal Assessment

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

6. 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.

7. School psychology interns select evaluation methods and instruments that are most appropriate, based upon effective, up-to-date measurement theory and research.

8. School psychology interns are able to accurately administer, score, and interpret a wide variety of formal, standardized assessments.

9. School psychology interns implement a systematic process for data collection that includes more informal methods such as interviews and observations; behavioral, curriculum-based, and play-based assessment; and ecological or environmental evaluations.
10. School psychology interns translate assessment results into empirically based decisions about service delivery to promote child/adult achievement.

11. 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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<tbody>
<tr>
<td>12. School psychology interns 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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<td>13. 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.</td>
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<td>14. School psychology interns facilitate the implementation of individualized interventions such as behavioral assessment/intervention and supports to achieve student goals.</td>
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<td>15. School psychology interns evaluate the effectiveness of interventions.</td>
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<th>Individual Differences and Diversity</th>
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<tr>
<td>16. 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.</td>
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<td>17. School psychology interns identify risk and resiliency factors in children and use this information in program development.</td>
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<td>18. School psychology interns demonstrate the sensitivity and skills necessary to work with diverse types of individuals and families.</td>
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<tr>
<td>19. 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.</td>
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</table>
20. 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**

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

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

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

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

**Evidence-Based Interventions and Programs**  
**NASP 2:7**

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

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

27. 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.

28. School psychology interns implement school-wide prevention programs, which may include, but are not limited to affective education and positive behavioral supports.

29. School psychology interns implement targeted secondary/tertiary interventions such as individual and group counseling.
30. School psychology interns participate in risk assessments and crisis response planning to promote and maintain school safety.

31. School psychology interns respond effectively to crisis situations.

**Consultation and Collaboration**  
**NASP 2:2 & 2:8**

<table>
<thead>
<tr>
<th>32. 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.</th>
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<tbody>
<tr>
<td>33. 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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<tr>
<td>34. School psychology interns communicate information that is readily understandable to different audiences during meetings, in-services and consultations.</td>
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<tr>
<td>35. 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>36. 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>37. 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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<tr>
<td>38. School psychology interns link community resources that serve children (B-21) and their families and facilitate children's/student's transitions across various delivery systems.</td>
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<tr>
<td>39. School psychology interns evaluate the effectiveness of their consultation and modify as necessary and appropriate.</td>
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</table>

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

<p>| 40. School psychology interns are knowledgeable about the history and foundations of school psychology. |
| 41. School psychology interns demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards. |</p>
<table>
<thead>
<tr>
<th>42. 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.</th>
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<th>43. School psychology interns utilize data-based decision-making in all aspects of professional practice.</th>
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<th>44. School psychology interns integrate information sources and current technology to enhance quality of service.</th>
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<th>45. School psychology interns engage in ongoing professional preparation, development, and supervision as related to the population served.</th>
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<tr>
<th>46. School psychology interns contribute professionally to the advancement of school psychology through participation in professional organizations, research dissemination, and/or legislative activities.</th>
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Midterm Goals:

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

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
Dear Practicum Supervisor - thank you for taking the time to complete the assessment of our Clinical & School Psychology student(s). Your purpose of this evaluation is to learn about student experience and performance over the time period in question, and to help us monitor student growth in clinical and professional domains. The information you provide will be used to give students feedback in their annual review with their advisor, to inform future clinical placements/experiences, and to assist in general mentoring. This evaluation will also become a part of their student file.
Q4 Period of Supervision

- Fall 2019 (1)
- Spring 2020 (2)

Q6 Average number of weekly supervision hours offered to this student

- Less than 1 hour per week (1)
- 1 hour per week (2)
- 2 hours per week (3)
- More than 2 hours per week (4)

Q21 Did your evaluation of this student's practicum experience include direct observation at least once during the current evaluation period, as is required by APA? (Direct observation includes in person observation [e.g. in room or one-way mirror observation of treatment], synchronous, or asynchronous audio-video)

- Yes (1)
- No (2)

Q7 The amount of supervision I was able to offer the student was:

- too little (1)
- adequate (2)
- too much (3)
Q15 Student's Ability to utilize basic clinical skills (i.e. building rapport, reflective listening, paraphrasing, etc)

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q16 Ability to utilize evidence-based practices (e.g. measurement based care, shared decision-making, etc)

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)
Q21 Student's awareness of how their own personal and cultural history may affect their understanding of, and interactions with, diverse clients.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q25 Student's ability to integrate awareness and knowledge of individual and cultural diversity into clinical practice.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q23 Student's awareness of, and sensitivity to, ethics and ethical decision-making within clinical assessment and intervention.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)
Q5 Number of intervention cases supervised during period of supervision

- 0/Not Applicable (4)
- 1-3 (1)
- 4-6 (2)
- 7+ (3)

Display This Question:
If Number of intervention cases supervised during period of supervision = 1-3
Or Number of intervention cases supervised during period of supervision = 4-6
Or Number of intervention cases supervised during period of supervision = 7+

Q12 Student's knowledge of cognitive-behavioral theory

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Display This Question:
If Number of intervention cases supervised during period of supervision = 1-3
Or Number of intervention cases supervised during period of supervision = 4-6
Or Number of intervention cases supervised during period of supervision = 7+
Q13 Student's knowledge of evidence-based treatments.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Display This Question:
If Number of intervention cases supervised during period of supervision = 1-3
Or Number of intervention cases supervised during period of supervision = 4-6
Or Number of intervention cases supervised during period of supervision = 7+

Q11 Ability to conceptualize problems and use conceptualization in treatment.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q24 Number of assessment cases supervised during period of supervision

- 0/Not Applicable (4)
- 1-3 (1)
- 4-6 (2)
- 7+ (3)
Q28 Ability to apply knowledge of functional and dysfunctional behaviors, including context, to the assessment/diagnostic process.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q29 Evaluate and apply assessment methods that draw from the best available empirical literature and reflect the current state of the science of measurement and psychometrics.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)
Q30 Interpret assessment results, conceptualize cases, and make recommendations following current research and professional guidelines.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q31 Communicate orally and in written documents the findings and implications of assessments in an accurate and effective manner sensitive to a range of audiences.

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)
Q18 Recordkeeping (prompt charting, organization of clinical documents, and note signing)

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q19 Professional relationships (rapport with clinical staff/supervisor, contributes appropriately to clinic)

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q26 Inter-professional relationships - ability to work with other professionals within psychology and across other disciplines to meet the needs to clients

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)
Q25 Preparation for supervision (on time, reviews material prior to meetings, has good questions, etc)

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q26 Response to supervision (is open to feedback and suggestions, willingness to learn new information and develop new clinical skills)

- Unsure/not assessed/not applicable (1)
- Novice / 1st year graduate training or less (2)
- Consistent with 2nd year graduate training (3)
- Consistent with advanced graduate training (4)
- Internship-level (5)

Q22 Please summarize the supervisee's overall clinical strengths:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Q23 Please summarize the supervisee's overall areas for future growth:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Q35 Information for Director of Clinical Training, not to be shared with supervisee.

________________________________________________________________
________________________________________________________________
________________________________________________________________

Q24 Feedback to supervisee:

☐ I have discussed this evaluation with supervisee (1)

☐ I will discuss this evaluation with supervisee at our next meeting (2)

☐ I am not comfortable providing this feedback to supervisee and would like to discuss with Director of Clinical Training first. (3)
CERTIFICATION: KNOWLEDGE OF CURRY PROGRAM IN CLINICAL AND SCHOOL PSYCHOLOGY 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 Program 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