# OLD DOMINION UNIVERSITY®

# PhD in Psychology: Clinical Psychology

## 2026-2027
## Program Handbook

# Table of Contents

# Introduction

The PhD in Clinical Psychology is a doctoral concentration in the Old Dominion University (ODU) Department of Psychology. A founding member of the American Psychological Association (APA) accredited Virginia Consortium Program in Clinical Psychology, ODU has led the administration of the Consortium and trained doctoral students in clinical psychology for over 43 years.

The ODU Clinical PhD Program applied for APA accreditation as an independent clinical psychology PhD program in Summer 2025 with a site visit anticipated in Fall 2026. Although the timeline and application outcome are not assured, we hope to receive APA Accreditation on Contingency in Spring 2027; if a student completes a program that is accredited on contingency prior to graduation, that student is deemed to have completed an APA accredited program. The Program administration will keep students apprised of the status of our ongoing efforts to secure independent APA accreditation.

- **For additional information on APA accreditation:**

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

- **Organization and Administrative Resources**

  The Director of Clinical Training (DCT) and the Associate Director of Clinical Training (A-DCT) are responsible for administration, planning, program development, and program implementation for the ODU PhD Clinical Psychology, with input from the Program faculty.

  o **Director of Clinical Training (DCT).** The DCT supervises all core operations of the program including: 1) oversight of the curriculum, academic quality, and program assessment; and 2) management of program operations and finances. These responsibilities include administration of graduate admissions and review of program policies and procedures to adhere to state regulatory policies and to follow the requirements expected of APA accreditation. Key duties of the DCT include:
    - Assessing how effectively the program prepares students for careers as professional psychologists and health service providers;
    - Aligning the program's policies to be consistent with the ODU Graduate School and ODU's mission and institutional guidelines;
    - Aligning the program curriculum and training to the standards for licensure as a clinical psychologist at the state (Virginia), regional, and national levels and to the standards of APA's Commission on Accreditation;
    - Ensuring the program has sufficient financial resources to meet the training needs of the students;
    - Issuing admissions offers to applicants and relaying those decisions to the ODU Graduate School;
    - Monitoring student progress and coordinating appropriate and timely student performance reviews;
    - Recommending students who have met all of the requirements for the Doctor of Philosophy degree in Psychology;
    - Maintaining proper electronic records for each student and the program procedures overall;
    - Serving as the primary liaison for all official correspondence on behalf of the program.

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

- o **Student Representatives.** In consultation with the student's research mentor and the directors, and with the support of their peers, two student representatives (one for 1st and 2nd year students and one for the advanced students) will attend monthly faculty meetings. Student representatives serve as liaisons between the faculty and students during the academic year. Student representatives contribute important perspectives on program policies and governance but do not participate in evaluating their fellow students. Students also serve on the Inclusion, Diversity, Equity and Accountability (IDEA) committee and contribute to the Program's Admissions committee.

- o **Program Office.** Located on the Old Dominion University campus at 234 Mills Godwin Building (757-683-4212), the Program Office administers all ODU institutional processes related to admissions, financial aid, student registration, and travel. When questions or problems arise, students should consider the Program Administrator their first point of contact. The Program Administrator also supports the work of the Directors and the faculty committees involved in conducting program business.

## Program Mission Statement and Aims

The mission of the ODU Clinical PhD Program is to graduate clinical psychologists who are prepared for clinical, academic, and research careers. The Program seeks to provide training that is balanced in science and practice to graduate ethical clinical psychologists who are equipped to integrate theory, research, and practice. The Program strives for graduates who are skilled in providing culturally competent care and in evaluating and conducting research to prepare them for careers as health service providers, as academics, or in the range of careers clinical psychologists contribute.

## Educational Philosophy and Training Model

The ODU Clinical PhD Program follows a scientist-practitioner approach that assumes science informs practice and practice informs science. Science forms the foundation of clinical psychology. The Program is committed to training graduate students through classroom instruction, continuous research engagement, and supervised clinical experiences to become skilled clinical psychologists competent to work with a diverse public.

Students may ultimately opt to enter academia, clinical practice, industry, or governmental institutions. Regardless, competent clinical psychologists must articulate current concerns, formulate creative solutions to those concerns, and test hypotheses about the effectiveness of those solutions by systematically gathering empirical evidence. Effective clinical psychologists need to be prepared to work with a diverse range of individuals, which requires a foundational appreciation of biological, cognitive, developmental, social, affective and cultural influences on human behavior.

To accomplish our Program's aims, the education and training is deliberately gradual and sequential. Students receive broad training in psychology, including social and affective bases of behavior; biological and cognitive bases of behavior; developmental bases of behavior; and statistics, psychometric theory, and research design. Graduate students who successfully complete the Program will be competent in research; ethical, legal, and professional standards and behavior; individual and cultural diversity; communication, consultation, and interpersonal and interdisciplinary skills; and assessment, intervention, and clinical supervision.

## Program Policy Related to Serving a Diverse Public

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

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

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

## Program Diversity Statement

ODU is a minority serving institution with deep roots in the local Hampton Roads community. We strive to cultivate an atmosphere of inclusion and mutual respect that honors the lived experiences of the diverse members of our community and society overall. We thus seek to ensure that we contribute to training graduate students that can serve the wider community, and we welcome the perspectives of those from historically marginalized groups. The Program also strives to advocate for and support the interests of our diverse society, including but not limited to, all races, sexes, gender identities, gender expressions, sexual orientations, religions, ethnic backgrounds, socio-economic backgrounds, physical and mental abilities, residency statuses, military status, and the multitude of these intersectional identities. The Program strives to train graduate students who are prepared to work competently and effectively with members of this diverse society. Our work aims to address social problems that confront our local, state, national, and global communities. We acknowledge that creating such an atmosphere is an ongoing process that requires continual recommitment both personally and professionally.

## Degree Requirements - Overview

- **Coursework Hours and Residency Requirement**

  Students complete a minimum of 87 credit hours to obtain the PhD degree. This requires a minimum of 4 years in residence in the program prior to a full-time one-year predoctoral internship. A sample curriculum is shown in Appendix A.  See below under Research Training Sequence for those considering a 5th year in residence.

- **Academic Standards/GPA Requirements**

  o **GPA**: Students must maintain a cumulative GPA of 3.00 or higher to be obtain the PhD. If a student's GPA falls below a 3.00 at any point in the Program, they are placed on academic probation. Students must raise the cumulative GPA to 3.00 within 12 credits after placement on academic  probation. See the ODU Graduate Studies Policies and Procedures for additional information. Grade forgiveness is not applicable to graduate courses; all grades contribute to the student's cumulative GPA and appear on the transcript.

  o **Coursework and Domain Specific Knowledge:** Students must earn a B- or better in required classes and an 80 or higher on all DSK Assignments (see p. 5 for details). A student who does not earn a B- or better in a required course must repeat the course; likewise, a student who does not earn an 80 or higher on a DSK assignment must repeat the assignment. Students who do not earn a B- or higher in more than one course or more than one DSK assignment, or who do not obtain an 80 or higher on a second attempt in a course or DSK assignment, will undergo performance review and may be recommended for program dismissal.

- **Master's Thesis**

  All students are required to complete an empirical master's thesis. More information is found under Research Training below. Your faculty advisor will help you identify a suitable faculty member to serve on your committee and the Program Office will select your third thesis committee member. Students must follow the thesis formatting requirements of the Graduate School.

- **Comprehensive Examinations**

  Students take oral and written comprehensive exams in the Fall of their 3rd year in the Program, following completion of their master's thesis. Details on these examinations are found under Comprehensive Examinations below and Appendix J.

- **Doctoral Dissertation**

  All students must complete an empirical doctoral dissertation. See Research Training below for more information, including the option for a three-paper dissertation (Appendix I). Details on committee selection and dissertation formatting requirements are located in the Program's Dissertation Guide in Appendix G.

- **Advancement to Candidacy**

  Students advance to doctoral candidacy after successfully completing all required coursework, defending their master's thesis, passing all sections of comprehensive examinations, and obtaining an approved doctoral dissertation proposal.

- **Predoctoral Internship**

  Completion of a 12-month full-time predoctoral internship is required. Additional guidance related to internship will become available in the year prior to internship.

# Curriculum

- **Overview**

  In the ODU PhD Clinical program, students are admitted to work with a research mentor and actively engage in research training immediately in their first year. In the second year, students complete an empirical master's thesis. Throughout their studies, students are encouraged to present their work at regional, national, and international conferences and to collaborate on publications with their research mentor whenever possible (see Research Training requirements below). Research training culminates with the completion of an empirical doctoral dissertation in the third and fourth years.

  Clinical training follows a structured, developmentally sequential process. In the first two years, students complete a series of foundational clinical courses and practica.  In the third year, students often acquire more advanced skills and seek clinical opportunities that best align with their career goals, typically involving a minimum of 16-20 hours a week of clinical experience. In the fourth year, students continue advanced clinical skills specific to their areas of focus, with expected hours varying from 8 - 20 hours per week. The final year involves a 12-month full-time predoctoral internship, which enables the student to reinforce clinical skills, provides an opportunity for specialization, and prepares graduate students for their future work as a clinical psychologist. Throughout the training, students may opt to obtain additional research training, pursue course electives, or consider teaching opportunities.

- **Curriculum Breakdown:**

  Students begin the program at the master's level prior to doctoral work. 38 credits apply to the master's degree with the remaining credits applied to the doctoral credits.

  - Masters:  38 credit hours
    - *Section A* - Research core: 17 credits
      - 3cr.   CPSY 713 Research Methods in Psychology
      - 4cr.   CPSY 727 Analysis of Variance
      - 4cr.   CPSY 728 Regression and Correlation
      - 3cr.   CPSY 698 Research (Thesis)
      - 3cr.   CPSY 699 Thesis
    - *Section B* - Required core foundational courses (pick 3 of 5*): 9 credits
      - 3cr.   CPSY 661 Psychopathology
      - 3cr.   CPSY 651 Developmental Psychology
      - 3cr.   CPSY 749 Social & Affective Bases of Behavior
      - 3cr.   CPSY 720 Multicultural Issues in Clinical Psychology
      - 3cr.   CPSY 826 Biological & Cognitive Aspects of Behavior
      *whichever two not selected here contributes to the doctoral hours*
    - Section C – Required Clinical courses: 12 credits
      - 3cr.   CPSY 632 Intellectual Assessment
      - 3cr.   CPSY 664 Clinical Assessment: Personality & Indiv Differences
      - 3cr.   CPSY 700 Clinical & Ethical Practice
      - 3cr.   CPSY 725 Cognitive-Behavioral Therapies

  - Doctoral: 49 credits
    - Required Core Foundational courses (select 2 of 5*): 6 credits
      - 3cr.   CPSY 661 Psychopathology
      - 3cr.   CPSY 651 Developmental Psychology
      - 3cr.   CPSY 849 Social & Affective Bases of Behavior
      - 3cr.   CPSY 720 Multicultural Issues in Clinical Psychology
      - 3cr.   CPSY 826 Biological & Cognitive Aspects of Behavior
      *whichever three not selected for masters contributes to the doctoral hours*

- o   Required clinical courses: 31 credits
    - 3cr.   CPSY 801 Empirically-Supported Therapies
    - 27cr. CPSY 895/CPSY 896 Clinical Practicum/Adv Clinical Practicum
    - 1cr.   CPSY 890 Internship in Clinical Psychology
- o   Required research courses: 12 credits
    - 12cr. CPSY 899 Clinical Dissertation

- **Standards of Accreditation**

The ODU PhD Clinical Program's curriculum is carefully designed to adhere to the American Psychological Association's Standards of Accreditation for Doctoral Programs in Health Service Psychology. More information about these Standards is available at the APA website.

APA's Standards of Accreditation requires all students graduate with specific **Discipline Specific Knowledge (DSK)** in each of these areas:

- o   History and Systems of Psychology
- o   Affective Aspects of Behavior
- o   Biological Aspects of Behavior
- o   Cognitive Aspects of Behavior
- o   Developmental Aspects of Behavior
- o   Advanced Integrative Knowledge of Basic Discipline Content Areas
- o   Research Methods
- o   Statistical Knowledge
- o   Psychometrics

Consistent with these APA guidelines, students are required to attain minimal levels of achievement (MLAs) that are set to ensure that every graduating student has reached a minimum level of 80% of the required knowledge. These DSKs are accomplished through coursework, assignments, and/or workshops; we evaluate each student's performance in a variety of ways, including course grades, DSK assignment grades, and/or program-administered exams or workshops. If a student does not attain a B- (or 80%) or higher in a required course, a required component of a course, a required DSK assignment, or a required program exam, the student must retake the course, section of the course, assignment, or exam, as applicable. If a student does not meet 80% or higher upon re-administration of the course, assignment, or exam, the program will undertake a performance review of the student (see Performance Expectations). Program MLAs for each DSK appear in Appendix C.

APA's Standards of Accreditation also require that program graduates demonstrate the following **Profession Wide Competencies** (PWCs). Students also attain these competencies in a variety of ways in ODU's PhD Clinical Program, including coursework, practica, research activities, and/or other Program activities. Required PWCs aligned with APA standards are:

- o   Research
- o   Ethical and legal standards
- o   Individual and cultural diversity
- o   Professional values, attitudes, and behaviors
- o   Communication and interpersonal skills
- o   Assessment
- o   Intervention
- o   Supervision
- o   Consultation and interprofessional/interdisciplinary skills

Each student is evaluated on their progress toward each competency via a combination of course grades, practica evaluations, evaluations of research activities, comprehensive exams, and/or annual faculty evaluations of student progress. The program will undertake a performance review if the student's performance does not meet the required minimum threshold for competency to determine appropriate steps to best facilitate their achieving competency (see Performance Expectations).

- **Sample 5-year course sequence,** See Appendix A

- **Program Degree Requirements Checklist**

  Student progress toward completion on program milestone and activities is tracked on their individual Program Degree Requirements Checklist (see Appendix B**).** The Program Administrator audits student progress toward milestones and degree requirements.

- **Reduction of Required Coursework**

  Students admitted to the ODU Clinical PhD program may request to waive no more than six semester hours of prior graduate coursework based on demonstrable evidence of proficiency. Eligible courses for waiver must meet the depth and breadth of the DSK requirement involved to the satisfaction of both the ODU course instructor and the Director of Clinical Training. Clinical practica, required clinical courses (see p. 11), dissertation, and predoctoral internship cannot be waived.

  A request to waive a course begins with consulting the Course Waiver Checklist, found at Sharepoint Student Resources-> Program Forms ->Additional Forms. This document specifies what APA requires from a graduate course. Students seeking a waiver must provide transcript documentation that the minimum level of achievement of B- (80%) was achieved in course. If all checklist criteria are met, the student can consult their research mentor regarding whether to seek the waiver. If the research mentor supports the waiver, the student needs to seek and obtain permission of the ODU Clinical PhD Program course instructor for a waiver, providing the course syllabus and any requested supporting documents for the instructor's review. Instructors should carefully consider whether the MLA has been met for the area and may opt to evaluate with additional examination to ascertain the student's knowledge. Begin the process early should the instructor deem the course not equivalent to the Program's course, permitting sufficient time to enroll in ODU's course. If after these steps the course is approved by the instructor and DCT, the student should complete the Course Waiver request form, found in Sharepoint Student Resources-> Program Forms->Additional Forms.

  > **NOTE:** Waived courses from another institution will **not** appear on the student's transcript (the process is documented through the Course Waiver form, which is submitted to the university and kept in the student's file). Because it does not appear on the ODU transcript, be aware that state licensure bodies may require a transcript from the prior institution from which the course waiver was granted.

  > **NOTE:** Course credit waivers **DO NOT** reduce the total credit hour requirement for the doctoral degree from ODU nor contribute to the student's GPA in the ODU Clinical PhD Program.

- **Course Registration**

  Students need to register each semester when advised by the Program Administrator. Timely registration is often needed to ensure student stipends are processed properly.

## Research Training

Graduate students in the ODU Clinical PhD Program are admitted to the program under the mentorship of a specific faculty advisor. Students are continuously involved in research activities with their faculty advisor until graduation, beginning in their first semester. Students obtain experience in empirical research designs, the scientific basis of psychological research, data collection, statistical analysis and interpretation.

- **Research Training Sequence**

    Students receive coursework to facilitate their completion of the two empirical research projects (a master's thesis and a doctoral dissertation). In the first two semesters, students complete a sequence of required coursework in statistics and research methods: Analysis of Variance (1st year, Fall), Regression/Correlational Design (1st year, Spring), Research Methods (1st year, Spring). Students also have the option to pursue additional elective coursework in statistics, including Multilevel Models: HLM, Structural Equation Modeling, and Longitudinal Data Analysis.

    The following sequence is intended as a guide to students through the program (see Program Benchmarks, Appendix D, which conveys how research activities transpire alongside other program activities). At the start of each fall, students work with their research mentor to complete an annual Research Expectancies Form (see Appendix F) to specify what activities will be accomplished during the upcoming year; these forms are due to the Program Office by Oct 1st of each year and housed in the student's Sharepoint folder.

    *Year 1*
    Complete CITI ethics and responsible conduct for research within their first semester in the program (file a copy with the Program Office upon completion). Work with the research mentor to plan research activities for the first two years. During Year 1, students prepare their master's thesis proposal. To assist with the thesis proposal, students enroll in Research Methods in the spring of their first year which provides the student with an opportunity to prepare the master's thesis proposal document. (If the student has been approved to waive the master's thesis because a prior thesis from another institution has been accepted, students will prepare an independent project in lieu of the thesis for the Research Methods course. Such students will present that approved thesis at the ODU Clinical Program Research Day in their first or second year upon consultation with the advisor.)

    *Year 2*
    Students complete work on the master's thesis under the mentor's supervision. Before October 1 of Year 3, the master's thesis must be submitted, defended, and approved. (A graduate student with a master's thesis that has been approved to waive the program's thesis requirement remain involved with the research mentor in developing original research studies).

    *Year 3*
    Deliver an oral presentation of a completed research project at the annual ODU Clinical Program Research Day in October of Year 3 (either the master's thesis, independent research project, or an approved thesis from another institution). Continue involvement in ongoing research projects. Begin developing an area of focus for the empirical doctoral dissertation. By the end of Spring semester, as part of the third year annual evaluation process, students will submit a Dissertation Timeline based on the developing dissertation focus, with includes estimates for various dissertation sections to ensure timely completion of the dissertation (Dissertation Timeline found in Appendix H). The student must successfully defend their dissertation proposal, before September 15th of the fourth year.

*Year 4*
Aim to complete and defend the dissertation before leaving for internship at the end of Year 4.

*Year 5*
With careful consultation with their advisor, students may consider continuing in the clinical program for a fifth year. Note that students are not guaranteed funding beyond the fourth year. Students who have the strong support of their research advisor should prepared a detailed plan, with input from their research advisor, that articulates the activities to be accomplished in the firth year, including the purpose and goal for seeking a fifth year in the program, the proposed research and clinical activities, and the plan for funding during the year (see guidelines in Sharepoint Student Resources -> Program Forms -> Additional Forms -> Fifth Year Plan). Developed with input from the research mentor, the student should submit the Fifth Year Plan  for consideration by the DCT and A-DCT <u>no later</u> than **March 1**.

- **Recommended Master's Thesis Timeline**

    Below is a typical timeline for planning purposes to guide students (see also Sharepoint Student Resources-> Research Docs):

| Year 1 | | |
|---|---|---|
| **Aug - Oct** | Meet with mentor to brainstorm projects; perform literature review and build hypotheses & research plan; complete CITI training | |
| **Nov - Jan** | Write introduction draft and method | |
| **Feb - Apr** | Prepare proposal (within Research Methods class) | |
| **Apr-June** | Revise proposal and idea as needed; propose thesis | |
| **July - Aug** | IRB submission/revisions; prep for data collection launch | |
| **Year 2** | | |
| **Sept - Feb** | Collect data | |
| **Feb - Mar** | Clean data, analyze, and interpret | |
| **Mar - Apr** | Write results and discussion | |
| **May - July** | Prepare written document, revise | |
| **Year 3** | | |
| **July-Sept** | Defend thesis, revise | |
| **Oct** | Final approval due by October 1 | |

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

    Students who completed an empirical master's thesis that was defended with a master's thesis committee for a previously obtained master's degree from another institution may apply to waive the master's thesis requirement. The previously completed thesis will be reviewed by the student's faculty advisor and one other ODU Clinical PhD program faculty selected by the DCT. The caliber of the master's thesis must be comparable to expectations for a master's thesis that would have been accepted in the ODU Clinical PhD program. If the two faculty reviewers do not concur, a third faculty member will review the thesis. This this review and full approval must be completed by **October 1** of Year 1. The application to waive the master's thesis requirement can be found on SharePoint under Student Resources-> Research Docs. Because six credits in the curriculum are designated for the master's thesis, waiver of the master's thesis requirement will meet the maximum allowable number of credits that can be waived in the curriculum for degree completion.

- **Demonstration of Research Competency: Presentation on Research Day**

  All students must deliver an oral presentation based on a completed research project on at the ODU Clinical PhD Program Research Day, held on a Friday every October. Students will present their master's thesis in Year 3 although students who would like to present an additional research project should seek guidance from their faculty research mentor.

- **Empirical Doctoral Dissertation**

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

  Graduate students who have been evaluated as making at minimum Acceptable Progress based on the Program Benchmarks (see Appendix D) can discuss with their research mentor the potential advantages of developing a Three-Paper Dissertation (see Appendix I for details) in place of a traditional chapter format dissertation.

- **Demonstration of Research Competency: Publication and Conference Presentations**

  All ODU Clinical PhD Program graduate students receive financial support to present at professional national and international conferences (see Program-Supported Travel). ODU Clinical PhD students also disseminate their research findings through publications with their research mentors.

  All students must submit for publication at least one lead authored manuscript based on work completed at ODU OR two first author conference presentations before applying for internship.

- **Guidelines for Student Access to ODU Sona Participant Pool**

  Per ODU Psychology Department policy, graduate students can recruit participants through SONA via sponsorship from a full-time ODU Psychology Department faculty member. ODU IRB approval is required prior to accessing the Sona participant pool for human subjects research.

## Clinical Training

- **Framework for Pre-internship Practica**

  All graduate students in the ODU Clinical PhD Program are expected to develop solid clinical skills during their training. This process is accomplished through experiences presented in a progressive, sequential manner. Students obtain core skills through practice in courses and practicum team meetings which are then applied first to assessment cases and then to intervention cases during practica. Students are enrolled in practicum courses through their fourth year, after which, practicum is optional for students in good standing. Students receive feedback on their developing clinical skills regularly through supervision. Students are expected to gain experience with a diverse range of individuals across the lifespan.

  Core clinical courses include:
  > Clinical and Ethical Practice
  > Intellectual Assessment
  > Clinical Assessment: Personality and Individual Differences
  > Empirically Supported Therapies
  > Cognitive Behavioral Therapy
  > Practicum & Advanced Practicum

  The purpose of practicum team meetings is to enhance classroom and practicum experiences through peer support and engagement. Practicum team meetings are designed to increase 1) clinical knowledge through didactic presentations; 2) clinical skills through experiential learning; 3) clinical communication skills through oral and written case presentations; 4) preparation of students for comprehensive examinations; and 4) leadership skills by serving as peer supervisors.

- **Standardized Patient Interviews**

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

- **Clinical Practicum Placements**

  Clinical training begins in the second semester of the first year and continues until internship. Practicum training is general in approach. Premature specialization is discouraged, although students can pursue individual interests. No theoretical model, intervention modality, or client population is preeminent in the basic education of the student during the first two years. Students are expected to gain experiences with both adults and children during their practicum training. The Program provides a systematic sequence of supervised pre-internship practica in which students apply the knowledge and skills acquired in the classroom.

  Placements are arranged to assure that each student is exposed to several settings and populations that can include community mental health centers, military hospitals, medical hospitals, private hospitals, university counseling centers, public school

systems, and specialty services (e.g., neuropsychological services). Each practicum in Years 1 and 2 consists of eight to twelve hours per week of supervised clinical experience.

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

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

Students are expected to spend the required number of hours on site as contracted and to reschedule any missed hours (e.g. illness, inclement weather, professional conferences), with approval, after consulting with their supervisor. All hours are tracked through the online portal, Time2Track. The program provides each student with a license to track hours pre-internship.

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

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

- **Supervision**

The supervision provided throughout the practicum sequence is of critical importance and represents an essential ingredient in providing a quality clinical training experience. In the Program, supervision is an ongoing educational process in which a licensed psychologist (or a supervised intern/postdoc/unlicensed psychologist) or other licensed mental health provider (approved by the Program) guides supervisees in acquiring professional skills and competencies through an examination of the student's professional activities in the practicum settings. For every 8 hours of practicum training, students must have at least one (1) hour of individual supervision.  Students can expect their early supervision to be in-person in order to solidly establish the supervisory relationship, with the potential for telesupervision later as outlined in Appendix K.

Students, typically in their 4th and 5th year, may be supervised by other licensed professionals if approved by the A-DCT. Supervision by other professionals requires meeting with the Program A-DCT/licensed psychologist weekly to oversee these experiences. The A-DCT for each practicum maintain ongoing relationships with supervisors and are responsible for the overall coordination and monitoring of practicum training. The A-DCT serves as the overall coordinator for practicum training experiences.

▪ **Placement Process for External Practica**

*Overview of the Placement Process*
The placement process begins in the semester prior to the practicum year in question. The Directors review previous placements and the A-DCT contacts the placement supervisor or director at each agency to determine if the site is able to provide training for the upcoming semester or year. Once a roster of available sites has been developed, the assignment process begins.

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

Placement decisions are made based on student training needs, agency needs, and student preferences. Once assignments are made, students are notified and instructed to contact their new agency supervisors before the beginning of the assigned semester to schedule the first day of training and to determine if additional paperwork, agency specific requirements (e.g., TB test) or orientation is required before beginning practicum. [Exception: 1st Year students work with the A-DCT to schedule their first meeting and will provide information regarding agency requirements.]

*First and Second Year Placement Process.*
Prior to being placed, students are provided a list of all available sites with information about the experiences provided. Students should discuss their placement preferences with their mentor. In the first two years students may have to interview and provide a copy of their CVs at some sites. A-DCT will request a ranked list of preferred placements. Previous experience of first year students along with their ranked preferences and site preferences are used to assign students to practicum placements in their second semester. Students do not make direct contact with sites during this process unless allowed to do so by the A-DCT. Students who wish to contact an agency supervisor to gain information not provided on the site list must first request permission from the A-DCT.

*Advanced Placement Process*
The advanced training (16-20 hours per week of clinical training) assignment process starts at the end of fall semester or beginning of the spring semester for current 2nd year students (or students in their first year of therapy) and 3rd year students. Information will be provided on the options for placements in the next academic year. Some sites will host Open Houses/Site Visits. Open Houses/Site Visits designed for the students to learn more about the sites, hear from students who have worked at a site (when feasible), and ask questions about the training and supervision experiences. These visits may be virtual or face to face. Not all sites host these visits and students will be provided information about the training at these sites via email.

▪ **Practicum Recordkeeping and Procedures**

The Program covers the costs of providing individual students with a Time2Track account to log their clinical hours and document their clinical training activities. Practicum Training Contracts and Evaluation forms are completed electronically in Time2Track and approved by the supervisor and faculty instructor for practicum.

*Practicum Training Contract*
During the first two weeks, the student meets with the supervisor to familiarize themselves with the agency and completes the practicum contract. The contract includes information on the experiences that the student will engage in under the supervisor, the format, frequency and type of supervision, and the minimum number of hours the student will work at the site. This contract is due no later than the Friday of the second week of class. A PDF version of the contract should be uploaded at the end of the semester once signed by all parties into SharePoint as part of the student's permanent record.

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

Supervisors are required to verify and approve clinical hours prior to the end of the practicum. The student should discuss the approval timeframe with his/her supervisor and is encouraged to get approvals regularly throughout the semester. It is the student's responsibility to communicate program deadlines to his/her supervisor.

Clinical experiences are to be continually updated throughout each practica. Prior to leaving for internship, students must upload a copy of their accrued hours into their practicum SharePoint folder and every semester, students must upload hours accrued in a semester, relevant contracts with updated supervisors (if applicable), and evaluations completed from time2track.

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

▪ **Evaluation Process**

*Evaluation of Student Skills*
APA has standards of accreditation that detail profession-wide competences for health service psychologists. These competencies form the basis of Program students' annual evaluations. Evaluation of students' practicum work provides important information regarding these profession-wide competencies and includes skills acquisition, contracts developed with the site and student, direct observation of student skills development, and competency-based written and oral examination during Comprehensive Exams.

*Evaluation of Student by the Supervisor*
In addition to helping the student acquire professional skills and competencies, the clinical supervisor must evaluate student progress. Throughout the practicum placement, the student and supervisor should regularly discuss the student's performance in a formative fashion. Each student should receive and request

constructive feedback to enhance clinical growth. Students are encouraged to discuss their goals for development with supervisors at the beginning of each practicum.

Supervisors are required to conduct direct observations (live, video- or audio-taped) of students at least once during each period of evaluation. Recorded observations should be reviewed by the student. Strengths and areas of growth should be noted in the Practicum Reflection Portfolio and discussed with the supervisor.

All first-year students receive an evaluation at designated periods: mid-semester and at the conclusion of each practicum. For all other students, supervisors provide an interim evaluation and final evaluation in the Fall semester, a final evaluation at the end of the Spring semester, and a final evaluation at the end of the Summer semester. However, if a student receives a rating of 2 or below in any category on an evaluation for a given period, an interim evaluation must be completed in the subsequent semester. For all evaluations, the Agency Supervisor notes strengths and weaknesses of the student in the relevant areas that pertain to the specific objectives of the practicum.

The interim evaluation encourages the Agency Supervisor to provide feedback to the student at a time when evaluation can lead to constructive changes by the student. This feedback should be based on the ongoing discussions in supervision of the student's performance. At the end of the semester, the Agency Supervisor completes the final summative evaluation and recommends a Pass or Fail grade for the student. It is the Practicum instructor, however, who assigns a grade to the student for the practicum.

Clinical skills are also evaluated as part of the student's annual evaluation. Additional details regarding this process can be found in the Student Evaluation and Performance Expectations section of this handbook.

Guidelines for practicum grading can be found in the relevant syllabi. Participation in practicum team meetings and completion of required activities are components of the student's practicum grade. Failure to attend all meetings without obtaining an excused absence or completing the required activities may result in a student receiving a failing grade.

*Evaluation of the Supervisor/Agency by the Student*
At the end of practicum for each site (usually spring or summer), the student is encouraged to complete an anonymous Evaluation of Agency Supervisor(s) form that includes an evaluation of the Agency's setting/materials and administrative support, the Supervisor's start-up of the practicum, supervisory skills, and evaluation process, as well as qualitative evaluations of the agency and supervisor. Students can elect to review their evaluation of the supervisor with their clinical supervisor prior to the end of the practicum, but it is not required. Evaluations of supervisors by students are shared in aggregate and anonymized fashion after a number are accumulated. In the event that evaluations need to be discussed with site supervisors by the A-DCT, students and the A-DCT will have a conversation on the exigency and how best to proceed.

- **Extended or Parallel Practicum**

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

  Any requests to extend practica should be submitted to the A-DCT, in writing, with verification from the practicum supervisor. The student must: a) have the written

permission of the A- DCT (extension) and the research mentor; and b) complete and file a second (or revised) practicum contract before the proposed activities can begin.

Students must complete the "Parallel Practicum Request Form" in Sharepoint Student Resources -> Program Forms -> Additional Forms if they wish to do a parallel practicum. Parallel practica are generally discouraged in Years 1 and 2 of the Program. Students wishing to do parallel practica should discuss their request with their mentor as well as the A-DCT. Once approved, students must submit a practicum training contract to the A-DCT. The supervisor is required to conduct at least one direct observation of the student at least once per semester. The A-DCT will contact the supervisor at least once each semester on student progress. Supervisors are required to complete an evaluation of the student at the end of each year or end of the placement (whichever occurs first). If areas of concerns are noted, evaluations are required each semester until the area needing improvement has been resolved. If it is not resolved, then a remediation plan will need to be developed (see Remediation Policy and Procedures).

Although such training opportunities are evaluated on a case-by-case basis, in general parallel practicum opportunities that require (or have the potential to require) the student to be available to clients on an emergency basis will not be approved.

- **Student Liability Insurance**

Students providing clinical services as part of a program approved practicum placement are covered under the ODU insurance policy. The Program also strongly encourages students to obtain APA graduate student liability insurance designed to cover activities such as practicum and internship. With this Occurrence-type coverage, students will be personally protected from lawsuits resulting from participation in practica as part of the graduate curriculum, no matter when the suits are filed, subject to the terms and conditions of the policy. The application is online, and the coverage lasts for a full year. For details, see more information on SharePoint Student Resources-> Additional Resources regarding student liability insurance.

- **Employment in Clinical Settings**

Students are prohibited from being compensated for providing psychological services (e.g., conducting psychological assessments or psychotherapy) outside a structured practicum training experience and without faculty approval given liability exposure for ODU.

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

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

# Comprehensive Examination

As a degree requirement, students must successfully pass Comprehensive Examination, which are taken in the Fall of the student's third year following completion of the master's thesis. The exam assesses students' competency in assessment, intervention, ethics, and diversity. Students are required to evidence competency in ethics and diversity on both the assessment and intervention portions of the Comprehensive Examination.

- **Written Comprehensive Exams**

  For the Assessment portion, students will compose a written assessment report using data provided to students. Scored test protocols with case background information will be provided to students accompanied by the history gathered from the standardized patient interview the student conducted in the spring semester of their second year. Students will have virtual access to the standardized patient interview they performed. For the exam, students are expected to interpret and integrate the data into a psychological assessment report. Students will have two weeks to generate a report not to exceed five pages (not counting references). This written product must be based only the student's work using official test manuals and available resource materials. Any communication about the protocol with other students, consultation with supervisors, or use of generative AI is considered a violation of academic integrity. The specific due date for the Written Assessment Report will be provided prior to the release of the background date but is typically submitted to the Program Office by mid-late October of Year 3.

  For the Intervention portion of the exam, a 5-page case conceptualization, summary of treatment and expected prognosis and future treatment plans will be provided in writing based on a case selected by the student. The case may be an individual, couple or family, or parent-child treatment with no minimum number of sessions.  The work product will be based solely on the student's work without consultation with supervisors or peers to review the work and without the use of Generative AI. Students should consider an appropriate case to be drawn from their second year, potentially in consultation with supervisors and mentors to identify a suitable intervention case. The Intervention Report will be due to the Program Office in mid-late October of Year 3.

- **Oral Comprehensive Exams**

  Students' will present on both the Written Assessment Report and the Intervention Report in a 45-minute individual examination in November of Year 3. Students begin the oral with five minutes summaries of each of the two portions of the written exam. The student will then respond to questions by the Comprehensive Exams committee based on the submitted written report and opening comments.

- **Evaluation Process**

  The Comprehensive Examination Committee creates the materials for the written component and administers the oral exams. constructs, administers, and scores the examination. Students are generally evaluated as pass/fail in the Assessment and Intervention domains found in [Appendix J](#). Failure of any part of the exam requires a repeat of those sections the following spring. Passing all sections of the written and oral components of comprehensive exams is required for advancement to candidacy and eligibility to apply for internship. If a student fails any section of Comprehensive Examination twice, a performance review would be required, potentially resulting in consideration for dismissal from the Program.

## Pre-Doctoral Internship

The DCT communicates with the pre-doctoral internship director upon notification of a successful match and throughout the internship year to monitor student progress.

- **Accredited Internship Sites**

  All students must complete a one-year full-item predoctoral internship before graduation. Students should secure internship placements through the APPIC MATCH system (see the [APPIC MATCH](#) website).

- **Requirements to Apply for Internship**

  To be eligible to apply for pre-doctoral internship, students must pass all sections of the Comprehensive Exams and completed the doctoral dissertation proposal meeting by Sept 15 of the year they plan to apply for internship.

- **Timing and Preparation for Internship Application**

  Most students apply for the pre-doctoral internship in their fifth year. Students should carefully consider their internship and career goals with their advisors, directors, and supervisors to best identify internship the fit their long-term aspirations.

  Additional guidance on preparing for internship will be provided to students the summer prior to applying for internship. The DCT will also be a resource during the Fall semester of the internship application period for students planning to apply to internship through group meetings and review of materials. The Program maintains a list of previous internship sites and impressions of sites where they interviewed to help intern applicants assess their options in selecting appropriate sites, found in Sharepoint -> Student Resources -> Internship.

- **Expectations during Internship**

  Grades during your internship will be recorded as "II" until the student completes the pre-doctoral internship in good standing; upon completion of the full year, grades will then be changed to Pass/Fail. Throughout internship, students are expected to routinely check their ODU email for official communications about registration, graduation, commencement, etc.

  Students must be registered for one credit of internship in the semester they plan to graduate (i.e., summer when internship ends) and complete a D14 form to attest to continuous enrollment as a graduate school requirement. Students should then check their student account on LeoOnline to view the cost for this final credit. Prompt payment of summer tuition will avert late fees and penalties.

- **Applications to Internship Sites not accredited by APA or CPA**

  To facilitate students' future success and best interests, the ODU Clinical PhD Program strongly recommends that students only consider and apply to accredited pre-doctoral internships registered on the APPIC MATCH site. Completion of an unaccredited pre-doctoral internships will likely complicate later licensure as a psychologist and health service provider in most states and provinces. **No student has ever completed an internship at an unaccredited site.**

  In the highly unlikely event that a student is contemplating applying to a site that is not accredited, they must discuss this possibility with their primary advisor and the DCT at minimum six months in advance of when internship applications are typically due (October 30th). This minimum timeline will provide time to investigate whether

the site could be approved before it is too late to substitute with an APA- or CPA-approved site.

For the DCT to consider an unapproved internship site, the student must coordinate with the DCT to obtain specific required information to assess the quality and sufficiency of the training site as an internship. Below is a list of criteria that will be evaluated by the clinical faculty to judge the quality and adequacy of the internship:

**1. Nature and Suitability of Training Activities:**
The student will reach out to the Internship Training Director (TD) to request materials for review by the DCT. These materials include:
- Internship Handbook
- Descriptions of required and optional training activities
- Evaluation procedures and forms
- Any additional documents related to training

The DCT and other faculty will assess these materials to determine if the internship site meets program standards. If any training gaps are noted, the DCT will follow up with the TD to discuss possible solutions. The DCT will confirm the specific training experiences offered at the site—such as clinical supervision, rotations, and didactic components—and will remain in contact with the student throughout the internship year to ensure the training aligns with what was outlined.

**2. Supervision Quality and Frequency:**
The DCT will evaluate the information provided to assess how often and what type of supervision is offered. Interns are expected to receive at least four hours of supervision weekly, including a minimum of two hours of individual face-to-face supervision. The DCT may request additional details from the TD if needed.

**3. Supervisor Credentials:**
The program directors will review credentials of the supervising staff to ensure they are appropriately qualified as licensed psychologists at the doctoral level. The DCT will confirm the qualifications of the specific supervisor(s) assigned to the student.

**4. Student Evaluation Methods:**
The DCT will obtain and assess the internship's evaluation forms and handbook content. The program directors will verify that these evaluation practices align with both the training program's standards and APA accreditation criteria. If the evaluation tools are lacking, the DCT will contact the TD to clarify and obtain the necessary evaluation information. Mid-year and final evaluations will be requested for documentation.

**5. Assessment of Intern Competency:**
The directors will review the internship handbook, training details, and evaluation materials to determine whether the competencies expected of the intern meet appropriate standards, using APA accreditation guidelines as a reference for Profession Wide Competency. Any issues will be addressed with the TD and resolved before the internship is approved for application.

**6. Recordkeeping of Evaluations and Communication:**
All materials and communications related to the internship will be filed in the student's record, including mid-year and final evaluations.

**7. Acknowledgment of Non-Accredited Site:**
If the internship site is not accredited, the student must formally accept responsibility in writing for any consequence resulting from selecting and participating in a non-accredited program.

## Financial Concerns

Students in good standing are eligible for different sources of program financial support:

- **Stipends and Tuition Waivers**

  ODU funds research and teaching assistantships and returning students who are in good standing making Recommended or Acceptable progress should expect to receive the funding outlined in the Admissions offer. When in doubt, students should consult the copy of their signed letter in their SharePoint folder. All funding offers are accompanied by tuition waivers and detail the extent of work commitment during the academic year annually, but most work commitments expect 20 hours weekly. This funding award is a contract between ODU and the graduate student; students must honor the work commitment associated with the funding award.

  Funding is available in different forms:
  - **Research Assistantships (RA)**
    RA assignments may derive from institutional or faculty research grants, with varied duties depending on funding source.
  - **Teaching Assistantships (TA)**
    TA assignments also vary depending on the nature of the course and modality. TAs could involve support for in-person or online courses, delivery of lab sections, or serving as an instructor of record.
  - **Partial Clinical Stipends**
    Occasionally an advanced student (3rd year and above) is eligible for financial support from their clinical training site. Any funds obtained from a clinical training site are applied to the student's overall stipend, thereby reducing their overall workload during that year. Such funds cannot be used to supplement the funds received through ODU.

- **Tuition and In-State Residency Requirement**

  Students in good standing who receive assistantships will receive tuition waivers as described in their offer letter. Out-of-state students beginning the ODU Clinical PhD program should arrive by August 1 of their first year to begin to establish Virginia residency. The state of Virginia requires 365 continuous days of residency to apply for in-state tuition status (see eligibility requirements). Out-of-state students must apply no later than 21 days before the beginning of their second year to ensure that they will be eligible for an in-state tuition waiver starting their second year. Failure to establish residency before classes begin the second year will result in the student being responsible for paying the balance of tuition above the amount covered by in-state tuition.

- **Program-Supported Student Travel**

  Students in the ODU Clinical PhD program are provided funding to present their research at professional conferences based on work conducted while at ODU. Currently, students are allocated $1250 per annual year for conference travel. Any such funds are subject to travel restrictions or guidelines of the Commonwealth of Virginia. For example, airfare cannot be bundled with hotel stays.

  - **Prior to conference travel:** Students should consult their mentors on how to maximize these funds based on the timing of conferences. Students should alert the Program Office in advance to obtain the best guidance on how to cover conference expenses and which can be covered in advance of travel versus through reimbursement.

- o **After conference travel:** Paperwork is required travel funding. Students should keep their receipts and copies of boarding passes. ALL receipts must be submitted <u>within two weeks of travel</u> or their request may be declined. Any reimbursement must be received and processed by the Program Office no later than the end of the first week of June during the fiscal year.

- **Health Insurance**

  All students can purchase <u>graduate student health insurance</u> through ODU. The ODU Graduate School subsidizes this amount (currently at $1100 annually), with two installments ($500 in the Fall, $600 for Spring and Summer
  +). Check your admissions letter for additional details. For those students seeking mental health services, students should contact their insurance provider to identify their options and referrals apart from considering use of ODU's counseling services.

## Advising and Student Support

- **Academic Advising**

  Students are admitted into the ODU Clinical PhD Program to work under the guidance of a designated research mentor. These mentors fulfill a dual role, serving both as academic advisors and research supervisors for clinical students. In these capacities, they provide research mentorship and support students in navigating the clinical curriculum and preparing for their future careers. In their role as student advisors, they not only guide research training but also help students understand the clinical psychology profession, interpret Program policies, and evaluate student's academic, research, clinical, and professional strengths and areas for improvement throughout the student's time in the Program. Beginning in the first month of the Program, students meet regularly with their advisors to discuss academic progress. Ongoing consultations help ensure students are meeting expected benchmarks. Advisors also assist students with course selection in a structured plan of study. If a student's primary advisor does not have a background in clinical psychology, a co-advisor will be assigned to support the student's clinical training needs.

  Although each student is admitted to work with a primary advisor, the Program recognizes that a single individual cannot meet all the mentoring needs required for their comprehensive professional development. Consequently, additional mentorship opportunities are available beyond the primary advisor. Program Directors, faculty members, and practicum supervisors all serve as important resources as students advance through the Program. To further strengthen this support network, students are expected to identify three individuals to serve on their Graduate Advisory Committee (GAC) by the end of the first semester of their second year, well in advance of selecting practicum placements. Additional information on the GAC's role and benefits can be found in the SharePoint Student Resources > Program Forms > Additional Forms.

- **Student Support Resources**

  o **Buddy System**
    Once the incoming cohort is identified in April, newly admitted students are matched to a current student in the program who can serve as a point of contact during the summer transitioning into the Program and throughout their time in the Program. This program "buddy" is typically a student one year ahead and ideally outside the incoming student's research lab so that the new student can develop an expanded student resource group.
  o **Institutional Resources**
    Graduate students have access to the resources of any other full-time student enrolled at ODU, including computing centers, libraries, bookstores, and tickets to athletic events. All students must obtain and ODU student ID.
  o **Additional Student Support Services**
    Students have access to a number of facilities and support services as an ODU student, including: financial aid, student health, disability accommodations (ODU Office of Educational Accessibility), counseling services (ODU students who use counseling services are not eligible for a practicum placement at that site), multicultural, recreational (ODU Physical Wellness), computer, advising, dining services and bookstores, as well as specialized services for international students, women, and veterans. ODU also provides emergency financial grants and vouchers. All ODU graduate students are notified about additional opportunities for support by email from either the ODU Graduate School or the DCT.
  o **ODU Graduate School Website:**
    ODU Graduate School website has general information about curriculum, policies, forms, and student support resources.

## Student Evaluation and Performance Expectations

- **Annual Evaluation**

  Students receive feedback about their progress and performance throughout the Program. Students are evaluated based on their progress toward attaining the APA Standards of Accreditation Profession Wide Competencies (PWCs).

  The student's advisor and research mentor is responsible for providing a formal assessment of the student's progress by reviewing multiple indices in consultation with the Program Faculty. In the first year, to ensure students are making acceptable progress during the transition to graduate school, a mid-year evaluation is conducted in January after the student's first semester during a Program faculty meeting with input from the full faculty. Faculty advisors evaluate progress in this mid-year evaluation based on academic performance on transcripts, progress on initiating research, and input from the faculty who have interacted with the student.

  Students are also reviewed in annual evaluation at the end of every academic year after the Spring semester (see Appendix E for student evaluation form). Students are responsible for ensuring materials are uploaded in their Sharepoint folder for faculty advisors in preparation for their advisor's annual review. Students upload a self-evaluation of their strengths and growth areas, transcript, practicum evaluations and summary of hours accrued, assistantship evaluations, and curriculum vitae (highlight activities that have occurred since the prior annual review). During the third year annual review, students' evaluation upload materials include a signed Dissertation Timeline (see Sharepoint Student Resources -> Program Forms -> Research Docs and Appendix H) documenting their dissertation plans and achievement of the research competency regarding submission of a publication or conference presentations).

  Faculty advisors use the compiled materials to complete an evaluation of each student's progress toward meeting each of APA's PWCs. During the annual review meeting, the student's progress in each area is reviewed in consultation with the Program Faculty at large. At the end of the discussion and review, students receive a summary classification based on the Program Benchmarks indicating whether they have met Program milestones (i.e., Recommended or Acceptable Progress on Benchmarks, Appendix D). If students are anticipating applying for internship in a subsequent year, the faculty also make a determination whether the student is ready and approved to apply for pre-doctoral internship or if such approval is contingent on first meeting operationalize criteria.

  After each student evaluation meeting, the advisor reviews the evaluation and provides individualized feedback as a valuable opportunity to discuss how students are progressing toward meeting their training and career goals. After this feedback session, the advisor and student both sign acknowledging this feedback session (a copy of this acknowledgement is retained in the students' Sharepoint folder). If concerns arise about the student's performance or progress, the student will work with their advisor to develop a plan that would strengthen the student's performance to best support their successful completion of the Program (see Performance Expectations below).

- **Performance Expectations**

  Throughout the program, students are expected to evidence satisfactory performance in multiple domains, including: academics (coursework and program assignments), clinical experiences, research, and professional Behavior (see p. 6 for APA-required DSKs and PWCs). Each year, students are evaluated on their progress in these areas as noted above. Students who are not demonstrating satisfactory progress will be reviewed to determine appropriate actions to address the area(s) of concern.

Some example areas of concern and potential actions include:

- o Receiving below a B- or below 80 on a required course, DSK assignment, or program exam. Action: retake the course the course, assignment, or exam.
- o Students who earn below a B- or below 80 on more than one course, assignment, or program exam, or who do not achieve the minimum level of achievement on a retake (Appendix ?) may be recommended for dismissal.
- o Failing a comprehensive exam section. Action:  retake that section. A student will be recommended for dismissal if they fail the second attempt (see Comprehensive Examinations Evaluation).
- o Receiving a rating of 1 (Does not meet expectations) on their Annual Evaluations. (see Performance Review below).

- **Program Technical Standards**

Students are required to demonstrate professional conduct in compliance with the APA Code of Ethics. Students are expected to develop competencies in not only knowledge and skills but also in attitudes and values. Achieving these competencies relies on both cognitive and non-cognitive skills, including the manifestation of appropriate behavioral, emotional, and verbal and non-verbal communication skills. If a student exhibits problems with appropriate professional or ethical conduct in any Program activity, the Program will conduct a review to ascertain the appropriate steps and create a remediation plan. In particular, all students in the program are expected to meet the following technical standards:

- o **Emotional**
  - Students must exhibit self-awareness and the ability to engage in self-reflection, recognizing how their personal backgrounds and characteristics influence their clinical decisions and practice.
  - Students emotional well-being must not hinder professional functioning.
  - Students are expected to manage and regulate emotions appropriately, maintaining composure in academic and professional environments.
- o **Attitudinal**
  - Students should demonstrate genuine respect for all individuals and value human diversity as a strength.
  - Students demonstrate dedication to excellence in all areas of professional activity—including therapy, research, teaching, mentoring, and related tasks.
  - Students must be receptive to feedback and responsive to adjusting their attitudes and behaviors when necessary.
  - Student should possess an awareness of their own social position, including issues of power and privilege, and understand how this influences their professional interactions.
  - Students are expected to evidence comfort with uncertainty and ambiguity is necessary, particularly in clinical and research contexts.
- o **Behavioral**
  - Students are required to engage with others in a cooperative, respectful, and responsible manner across all academic and professional settings.
  - Students must demonstrate effective time management to fulfill multiple responsibilities across various roles punctually and respectfully.
  - Students are expected to advocate for their personal needs in professional settings appropriately without passive or aggressive behavior.
  - Students must adhere to the enforceable standards outlined in the APA Ethical Principles and Code of Conduct.

- **Academic Integrity & Ethical Behavior**

  We are committed to cultivating an environment where both students and faculty conduct themselves with respect, courtesy, honesty, and integrity. Students are expected to uphold academic honesty in all their work. Intentional plagiarism is strictly prohibited. Any accusations of academic dishonesty, including those addressed in the CITI training in ethics and responsible conduct of research, are treated seriously. The use of generative artificial intelligence (such as AI-based natural language tools or similar technology) may constitute copyright infringement and intentional plagiarism, and is therefore prohibited in all coursework, comprehensive exam, research product (e.g., thesis, dissertation), client documents, or any other written program requirement.

  All students and faculty are expected to abide by the ODU codes of conduct:

  - ODU Student Code of Conduct Policies
  - ODU Faculty Code of Ethics

- **Policy on Responsible Use of Social Media**

  Students are personally accountable for all content they share online and must manage their privacy settings to restrict accordingly across platforms such as social media, blogs, wikis, and forums. Remember that once content is posted online, it becomes instantly searchable, shareable, and often beyond the contributor's control—even with privacy settings or selective networks. As a result, clients, practicum supervisors, and future employers may come across these posts. Such content can remain associated with a student indefinitely. Although social media posts may seem personal and unrelated to one's professional role, they can significantly influence perceptions of a student's ethical and professional conduct and undermine the student's commitment to adhering to the Program's technical standards. Demonstrating ethical and professional behavior is a fundamental competency required for successful completion of the program

## Student Performance Review and Remediation

When concerns are identified with a student's performance in the Program or compliance with technical or ethical standards, a Performance Review will be conducted to determine the necessary actions and needs for remediation. The Program will follow the procedures below (see also, Appendix L):

1. The Directors will meet with the student and the student's advisor to discuss the performance concerns. Additional faculty from the program may be invited to attend this meeting, particularly as they may provide relevant input on the matter.
2. Directors gather additional information to prepare for consideration of next steps.
3. Depending on the discussion in the initial meeting, the Directors may bring the performance concern to the full Program faculty in a confidential session. A designated subgroup of the ODU Program faculty may assist the Directors in determining if remediation would address the concern or if the student should be terminated from the Program (See Program Dismissal below).
4. If the decision is that a remediation is warranted, the directors will work with the student, student's advisors, and possibly a subgroup of faculty to develop a remediation plan as soon as feasible but within 90 days.
5. Because remediation plans are official documents of student performance, they must be reviewed and approved by ODU's University Counsel.
6. Remediation plans must be in writing and signed by the student. To the extent as appropriate, the plan must include the following information:
    a. The nature of the performance concern;
    b. Discrete steps to address the performance concern(s);
    c. Operationalized criteria for satisfactory response to each step detailed in (b);
    d. Timeline for completion of each step and for the complete remediation; and
    e. Consequences for failure to meet any given step or failure to complete the full remediation plan in accordance with the timeline.
7. If a student refuses to accept a required remediation plan, Program dismissal will be recommended.
8. If new information about the issue comes forward, a new remediation may be formulated in consultation with University Counsel.
9. When a remediation is completed, or when the deadline specified in the remediation arrives, the student's advisor will provide pertinent documentation regarding completion of each step in the remediation (e.g., course grades if academic, progress on thesis or dissertation for research, supervision/practicum evaluation or feedback if clinical) to the Directors. The Directors may consult other ODU Program faculty to determine if the student:
    a. has demonstrable evidence of remediation, with no further action needed;
    b. has not remediated and the consequences of the failure to remediate need to be implemented, including consideration for dismissal from the program (see Program Dismissal below).
10. The Directors will notify the student in writing of the decision of the faculty.

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

# Dismissal from the Program

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

1. Failure of any section of the Comprehensive Examinations on the second attempt;
2. Obtaining below the MLA of 80 or B- twice in the same course, DSK assignment, or program exam.
3. Failure of more than one required course;
4. Unauthorized absence from the Program;
5. Failure to adhere to the Ethical Principles of the American Psychological Association, ODU Student Code of Conduct, or the Program's technical standards;
6. Unsatisfactory performance review (see Student Performance Review);
7. Failure to accept or complete a required remediation plan; or
8. Failure to complete all degree requirements within the seven-year time limit.

▪ **Procedures for Dismissal Recommendation**

1. If a student is being considered for dismissal from the Program, the student and faculty advisor will be notified of the reasons that dismissal recommendation is being considered.
2. The Directors may consult with additional ODU Program faculty about the dismissal recommendation.
3. The student will be notified in writing by the DCT about a decision to recommend dismissal, accompanied by a Notice of Dismissal Form.
4. In the event the DCT recommends dismissal, the Graduate School will be notified, who finalizes the Program Dismissal.
5. Students may appeal this decision to the Graduate Appeals Committee.

▪ **Appeal Process for Dismissal from the  Program**

A student seeking to appeal a dismissal decision should consult the Graduate School policies for details. Some notable processes from that guidance include, but are not limited to:

1. The student must submit a G5 written request to the Graduate School indicating the justification for appealing the decision. Only reasons specifically relevant to basis for the dismissal will be considered.
2. The appeal must be submitted within 45 calendar days of the dismissal decision letter from the DCT.
3. If the student is not satisfied with the decision of the Dean, or their designee, the student can appeal that decision within 14 days of that decision letter.
4. The Graduate School provides a Graduate Appeals Committee to review materials submitted by the student. The decision of the Graduate Appeals Committee is final.

## Conflict Resolution and Grievance Procedures

- **ODU Student Grievance Procedures:** [Dean of Students Office-Complaints](#)

- **Concerns about Courses or Grades**

  The first course of action for complaints about a course within the ODU Clinical PhD Program, or grades attained in that course, should be with the course instructor. If the concern is not addressed satisfactorily, the student can approach the Directors or the Department of Psychology chair, who will deal with the issue in accordance with institutional guidelines. For concerns that reflect the program broadly, the Directors, Department Chair, and core faculty are good resources. Students may consider relaying broad, anonymous concerns to the student representatives who serve as liaisons to the Program faculty.

- **Concerns Requiring Grade Appeal**

  Formal grade appeal procedures are established by ODU. Students must initiate the initial review of their appeal within 45 days of the end of the semester where the grade was obtained. Consult the [website](#) provided by the Dean of Students for specific details on timing and documentation.

- **Concerns with Research Mentors/Advisors**

  Students join the program to work with a specific faculty member as their research mentor and advisor. Occasionally, concerns arise between the student or mentor that cannot be resolved. In this situation, students should contact one of the Directors or another faculty member for guidance on potential solutions to the situation.

## Student Rights and Responsibilities

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

## Policy on Sexual Harassment

- **ODU:** [Policy on sexual harassment](#)

## Policy on Nondiscrimination

- **ODU**
  - [ODU University Discrimination Policy](#)
  - [ODU Title IX](#)

## Program Policy on Self Disclosure

Effective psychotherapy, and clinical work broadly, is influenced by personal and professional factors. Therefore, clinical psychology students are encouraged to foster personal insights and self-awareness which may impact their clinical work. Courses, clinical training experiences, and programmatic activities are expressly designed to promote a student's self-reflection and self-awareness. For those who are interested, personal psychotherapy can be an avenue for cultivating this personal growth.

The Program adheres to APA Ethics Code 7.04 (Student Disclosure of Personal Information). Aligned with this standard, students may be invited—and in some cases expected—to share personal information when that information is judged directly relevant to their academic performance, clinical training, or overall professional behavior and development. Disclosure may also be necessary if a student's personal issues are plausibly believed to hinder their competent performance in training activities or could impact client care. Although sharing personal information can support professional development, it may also be essential to maintain high standards of practice and ensure client wellbeing. Students, or potential applicants, with concerns or questions about this self-disclosure policy are encouraged to reach out to the DCT.

## Policy on Continuous Registration

ODU requires students be continuously registered until they meet all degree requirements for graduation. This continuous registration maintains the student ID card and grants access to institutional facilities, email, and other ODU privileges (see Additional Student Resources). Student register for zero-credit internship for Fall and Spring semesters of their pre-doctoral internship year; in the final semester of internship, when students are expected to graduate, students register for 1 credit of internship and submit a D4 form to affirm their continuous registration. Students must be registered for at least one credit the semester they graduate. Students who complete internship but do not defend their dissertation in time for graduation in the summer of completing internship are considered ABD. ABD students must register and pay for one credit hour of dissertation until they are graduated. Students who defend their dissertation but have not completed internship cannot graduate until the internship is completed. Those who have defended their dissertations but have internships that finish after the end of the summer semester must register for the Fall semester. Students wishing to obtain federal financial aid may also need to complete a D4 Full Time notification form when they have ABD status.

> **NOTE:** Out-of-state students who did not obtain Virginia residency prior to internship will be charged out-of-state tuition rates after internship until they graduate. See also In-State Residency Requirements.

**Completion of degree requirements includes filing the dissertation**. Carefully follow the process for official submission of the Doctoral Dissertation noted in the Dissertation Guide (see Appendix E)

## Program Policy on Leave of Absence

Students considering a formal Leave of Absence should consult their faculty advisor and submit a written request to the Directors explaining the justification for the leave. The request should provide a plan for how the student intends to address external factors that are precipitating the leave request. This proposal should serve as a framework for how the student can address the factors during the leave so that they can successfully return to the Program.

The Directors make the decision on whether to approve or deny the student's request. Any approved request approved will clearly indicate the maximum time period for the leave, which is typically one calendar year. Students must formally file a D7 Leave Form with the Graduate School. During an approved Leave of Absence, students are prohibited from enrolling in Program coursework or clinical practica. If a student seeks a formal extension of the Leave of Absence at the end of their approved leave, another review by the Directors will be performed. Students resume coursework and training the semester immediately following the end of the Leave of Absence. Note that students cannot be guaranteed that needed coursework will be offered in the semester the student returns; the returning student also cannot enroll in courses that require prerequisites they have not attained. Any returning student who departed in good standing resumes their enrollment in the Program in good standing.

Students who seek a leave of absence after a semester has already begun can only obtain such approval under serious, extenuating circumstances beyond their control. If granted, the student will need follow the process for ODU course withdrawal.

## Program Policy on Time Limit for Degree Completion

- **Time Limit for Degree Completion**

  Students are required to complete all degree requirements **within 7 years**. The Program considers student requests for an extension of the 7-year limit on only under rare circumstances. Regardless of justification, the following apply:

  1. The 7-year time limit for degree completion begins at the time a student is admitted to start the Program.
  2. The Program does not guarantee any extensions.
  3. Unless there are dire circumstances beyond the student's control, only one exception will be considered.
  4. Any extension will typically be for one year, as determined by the Directors.
  5. Extensions are not considered unless the students has an approved doctoral dissertation.
  6. Students who are granted an extension may be asked by the Directors to retake coursework to ensure that a student's competency in the subject has not become outdated such that it could harm the public.

- **Request for a Time-Limit Extension**

  1. A request for an extension must be received **before** May 1 of the student's seventh year.
  2. The written request from the student must be accompanied by written support from the student's dissertation chair, and a timeline for degree completion clearly indicating milestones to be used to judge successful progress.
  3. Form G11, Exception to Time Limit Allowed to Complete Degree, must be filed with the Program and Graduate School, which requires Graduate Dean (or their Designee's) approval.

## Record-Keeping of Student Milestones

All students must submit paperwork to the DCT and Program office so that the university can be informed of progress toward program milestones and toward degree completion. Below is a list of required forms associated with different milestones:

Master's thesis:
- M1    Appointment of master's thesis committee
- M2    Successful proposal of master's thesis
- M2    Successful defense of master's thesis

Doctoral:
- D3    Successful pass on written and oral Comprehensive Exams
- D2    Appointment of doctoral dissertation committee
- D3    Successful proposal of doctoral dissertation
- D3    Successful oral defense of doctoral dissertation
- D5    Doctoral dissertation document approved by graduate school
- D9    Advancement to doctoral candidacy

Additional Forms:
- D4    Notification of full-time status for financial aid while ABD or on internship
- D7    Leave of absence
- G11   Exception to degree time limit

## Student Records Management

Clinical hours and activities are compiled for each student with Time2Track. All other student records are housed electronically on Sharepoint. Each student has access to their own folder and the Program's Student Resources tab with forms, policies, and resources. Faculty have permissions in Sharepoint to view their advisee's materials. Program leadership can also view student folders to facilitate program review.

As part of the annual evaluation process, students will receive instructions on how to upload their approved clinical hours and practicum evaluations along with the additional materials for their evaluation (see Annual Evaluation). Before departing for internship, students are advised to upload a full account of their clinical activities and unofficial copy of their transcript to their Sharepoint folder in the event details are required for licensure.

Students are also strongly advised to **maintain documentation** of their own unofficial transcript, course syllabi, a final copy of their doctoral dissertation, and full copy of their Time2Track activities and hours. Students are often asked for documentation from state licensure bodies about details that are specific to when the student completed the program; having such documents provides the student an opportunity to respond to such inquiries. Interns should also consider acquiring a Time2Track license to record verified hours accrued during their pre-doctoral internship and downloading that summary, which can also be requested by some licensing boards and even some post-doctoral training sites.

## Important Web Addresses

- **Program**

- **ODU Graduate Catalog**

# Graduation Information

- **Applying for Graduation**

  Students must apply for graduation in advance and provide an exit assessment. Information on applying can be found at the **ODU graduation link**

  The DCT will review the student's degree milestones and the Program Degree Requirements Checklist, resolving incomplete credits, confirm compliance with the 7-year degree limit, and certifying completion of all Program requirements before graduation. Students can follow their own progress in the program by checking DegreeWorks on LeoOnline, ensuring that any incomplete grades or holds are resolved.

- **Degree Conferral and Graduation v. Commencement**

  *Graduation* and *commencement* **are not equivalent**. *Graduation* occurs when a student successfully completes all degree requirements and coincides with a standard ODU **degree conferral date**. Students must thus **differentiate "graduation" from "commencement"** when inquiring about or responding to questions about either.

  *Commencement* is an event that honors the accomplishment of the degree but can happen before or after when the degree is conferred. Commencement is an important function to publicly recognize a significant personal achievement, although participation is optional albeit encouraged. Graduates are recognized in the commencement bulletin depending on when they will formally graduate.

  Students are reminded that they **cannot ethically and legally** identify as a PhD until the degree conferral date, when the PhD is officially awarded. This also means post-doctoral hours, by definition, cannot be accrued until degree conferral. Degrees are conferred in May, August, and December, but ODU does not hold a commencement ceremony in summer. Consult the ODU bookstore about cap, gown, and doctoral hood rental options. Ensure you specify the doctoral robe, hood, and tassel.

  To qualify to participate in the May *commencement* ceremony while still on internship, students must defend their dissertation by the dates posted in the Spring College of Sciences calendar (usually by end of March). The DCT must also receive confirmation from the internship Training Director that the student is expected to complete internship on time. If a student meets all degree requirements before the degree conferral date (including internship, university submission of doctoral), completes exit surveys, and settles any unresolved issues (e.g., fines, holds, incomplete grades, etc.), they are eligible to graduate in August. Otherwise, the student will become ABD and need to register for one more semester to graduate in December. The tuition for the one hour to maintain continuous registration (see Program Policy on Continuous Registration) is based on the student's residency status.

- **Last Minute Reminders**

  Pre-graduation reminder:

  | | |
  |---|---|
  | _____ | Enroll for at least one credit the semester of graduation |
  | _____ | Return borrowed test equipment, books, or supplies |
  | _____ | Return keys to departments (or other affiliated program sites) |
  | _____ | Pay any outstanding fines or tickets |
  | _____ | Check LEO Online DegreeWorks to ensure clear grades and holds on transcripts and accounts |

## APPENDIX A
## SAMPLE SCHEDULE ENTERING 2026

**SAMPLE RECOMMENDED - Ph.D. CURRICULUM - STUDENTS ENTERING IN 2026 YEAR BASED ON 4 YEARS IN RESIDENCE**

| 1ST YEAR | | | 2ND YEAR | | | 3RD YEAR | | | 4TH YEAR | | | 5TH YEAR | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **FALL '26** | | **CR** | **FALL '27** | | **CR** | **FALL '28** | | **CR** | **FALL '29** | | **CR** | **FALL '30** | **CR** |
| 632 | Intellectual Assessment | 3 | 801 | Empirically Supported Treatments** | 3 | 720 | Multicultural Issues in Clin Psych** | 3 | 899 | Dissertation | 3 | Internship | 0 |
| 727 | Analysis of Variance | 4 | 895 | Clinical Practicum | 3 | 896 | Adv. Clinical Practicum (20 hrs) | 3 | 896 | Adv. Clin. Practicum | 3 | | |
| 661 | Psychopathology | 3 | 698 | Research in Psychology (Thesis) | 3 | | | 6 | | | 6 | | |
| 700 | Clinical & Ethical Practice | 3 | | | 9 | | | | | | | | |
| | | 13 | | | | | **COMPS COMPLETED** | | | | | | |
| **SPRING '27** | | | **SPRING '28** | | | **SPRING '29** | | | **SPRING '30** | | | **SPRING '31** | |
| 664 | Clinical Assmt: Pers & Indiv Diff | 3 | 826 | Biol and Cog Aspects of Behavior** | 3 | 651 | Developmental Psychology* | 3 | 899 | Dissertation | 6 | | |
| 728 | Regression/Correlational Design | 4 | 699 | Research in Psychology (Thesis) | 3 | 896 | Adv. Clinical Practicum (20 hrs) | 3 | 896 | Adv Clin. Practicum | 3 | Internship | 0 |
| 713 | Research Methods | 3 | 749 | Social & Affective Bases of Behavior** | 3 | 899 | Dissertation | 3 | | | 9 | | |
| 895 | Clinical Practicum | 3 | 895 | Clinical Practicum | 3 | | | 9 | | | | | |
| | | 13 | | | 12 | | | | | | | | |
| **SUMMER '27** | | | **SUMMER '28** | | | **SUMMER '29** | | | **SUMMER '30** | | | **SUMMER '31** | |
| 895 | Clinical Practicum | 3 | 895 | Clinical Practicum | 3 | | | | | | | Internship | 1 |
| 725 | Cognitive Behavioral Therapy | 3 | | | 3 | | | | | | | | |
| | | 6 | | | | | | | | | | | |
| *MS Thesis proposal recommended* | | | *MS Thesis completed* | | | *Approved Dissertation proposal* | | | | | | *GRADUATE!* | |
| *before start of 2nd year* | | | *by 10/1 of 3rd year* | | | *before 09/15 of third year* | | | | | | | |
| **Courses offered in Alternate Years | | | | | | | | | | Practicum Hours: Credit hours req. | | 27 | |
| CPSY 720 Multicultural Issues in Clinical Psychology | | | *CPSY 651 Developmental offered annually | | | | | | Students should have approx 1500 hrs before | | | | |
| CPSY 749 Social & Affective Bases of Behavior | | | | | | | | | applying for internship. | | | | |
| CPSY 801 Empirically Supported Treatments | | | | | | | | | | | | | |
| CPSY 826 Biological & Cognitive Aspects of Behavior | | | | | | | | | **TOTAL REQUIRED HOURS** | | 87 | | |

**APPENDIX B**

## ODU Clinical PhD Program Degree Requirement Checklist (rev. 05/2025)

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

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

| Clinical Training/Practicum | | | | | |
|---|---|---|---|---|---|
| Course | Site | Supervisor | Cr.Hrs | Sem/Yr | Grade (P/F) |
| CPSY 895 Practicum 1 | | | 3 | | |
| CPSY 895 Practicum 2 | | | 3 | | |
| CPSY 895 Practicum 3 | | | 3 | | |
| CPSY 895 Practicum 4 | | | 3 | | |
| CPSY 895 Practicum 5 | | | 3 | | |
| CPSY 896 Practicum 6 Adv | | | 3 | | |
| CPSY 896 Practicum 7 Adv | | | 3 | | |
| CPSY 895 Practicum 8 | | | 3 | | |
| CPSY 895 Practicum 9 | | | 3 | | |
| **TOTAL Practicum Credits (min)** | | | **27** | | |

| Research Requirements | | | | |
|---|---|---|---|---|
| **M.S. THESIS** | | | | |
| **Course** | **Cr. Hrs** | **Compl Sem/Yr** | **Mentor** | **Grade (P/F)** |
| CPSY 698 Research (fall 2nd year) | 3 | | | |
| CPSY 699 Thesis (spring 2nd year) | 3 | | | |
| Thesis Proposal Meeting | | Date: | | |
| Thesis Defense | | Date: | | |
| Thesis Submitted to ProQuest | | Date: | | |
| **OR IF APPROVED THESIS AT PREVIOUS INSTITUTION** | | | | |
| Previous Thesis Approved- Paperwork Filed | | Date: | | |
| **RESEARCH DAY PRESENTATION REQUIREMENT** | | | | |
| Presentation at Research Day | | Date: | | |
| Research Day Presentation Rubric | | Date: | Result (P/F): | |
| **DISSERTATION** | | | | |
| **Course** | **Cr. Hrs** | **Sem/Yr** | **Mentor** | **Grade (P/F)** |
| CPSY 899 Dissertation | 3 | | | |
| CPSY 899 Dissertation | 3 | | | |
| CPSY 899 Dissertation | 3 | | | |
| CPSY 899 Dissertation | 3 | | | |
| **TOTAL Required Dissertation Credits** | **12** | | | |
| Dissertation Proposal | | Date: | | |
| Dissertation Defense | | Date: | | |
| Dissertation Submitted to ProQuest | | Date: | | |

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

| Internship | | | |
|---|---|---|---|
| **Requirement** | **Grade (P/F)** | **Semester** | **Year** |
| CPSY 890 Internship (Fall Yr 5) - 0 credits | | | |
| CPSY 890 Internship (Spr Yr 5) - 0 credits | | | |
| CPSY 890 Internship (Summ Yr 5) - 1 credits | | | |
| **TOTAL Internship Credits = 1** | | | |

**APPENDIX C**
**Summary of Program**
**Minimal Levels of Achievement (MLAs)**

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

| Profession Wide Competency | Program Requirement | MLA |
|---|---|---|
| **Research** | CPSY 713: Research Methods | B- or better course grade |
| | Master's thesis | Pass from Master's thesis committee |
| | Research Day presentation | Pass for 80% of faculty ratings of presentation |
| | Dissertation proposal | Pass from dissertation committee |
| | Dissertation oral defense | Pass from dissertation committee |
| | Dissertation written document | Pass from dissertation committee |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |
| | Written/Oral Dissemination of research | Submit 1 lead author publication or 2 lead author conference presentations before applying to internship |
| **Ethical and Legal Standards** | CPSY 700: Clinical and Ethical Practice | B- or better course grade |
| | CITI Training | 80% or higher on all modules |
| | Comprehensive Exam ethics elements | Pass on all ethics items in Comps rubric |
| | Ethics ratings in Practicum | > 3 on all ethics items on Practicum evaluations |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |
| **Individual and Cultural Diversity** | CPSY 720: Multicultural Issues in Clinical Psychology | B- or better course grade |
| | Diversity ratings on Comps | Pass on all diversity items in Comp exams rubric |
| | Practicum diversity ratings | > 3 on all diversity items on Practicum Evaluations |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |
| **Professional Values, Attitudes, and Behaviors** | Practicum ratings | > 3 on all of relevant items on Practicum Evaluations |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |

| Communication & Interpersonal Skills | Practicum ratings | ≥ 3 on all relevant items on Practicum Evaluations |
|---|---|---|
| | Research Day presentation | Pass for 80% of faculty ratings of presentation |
| | Dissertation proposal | Pass from dissertation committee |
| | Dissertation oral defense | Pass on oral exam from dissertation committee |
| | Dissertation document | Pass from dissertation committee |
| | Written/Oral Dissemination of research | Submit 1 lead author publication or 2 lead author conference presentations before applying to internship |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |
| **Assessment** | CPSY 661: Psychopathology | B- or higher course grade |
| | CPSY 632: Intellectual Assessment | B- or higher course grade |
| | CPSY 936: Clinical Assessment | B- or higher course grade |
| | Practicum Ratings | ≥ 3 on all assessment items on Practicum evals |
| | Assessment portion of Comprehensive Exam | Pass on comprehensive exams |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |
| **Intervention** | Practicum ratings | ≥ 3 on all intervention items on Practicum Evals |
| | Intervention portion of Comprehensive Exam | Pass on comprehensive exams |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |
| **Supervision** | Supervision readings during practicum team & exam | ≥ 80% on Supervision Exam |
| | Peer Supervision Assessment ratings | Average of 3 or higher on Peer Supervision Assessment Eval |
| | Faculty mentor evaluation in final year of residency | 4 on annual evaluation |
| **Consultation** | Consultation Workshop | ≥ 80% on consultation exam |
| | Practicum ratings | ≥ 3 on Practicum Evaluations consultation/interprofessional/interdisciplinary items |
| | Faculty mentor evaluation in final year in residence | 4 on annual evaluation |

## APPENDIX D
## ODU PhD Clinical Program Benchmarks

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

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

*RATED ANNUALLY*

**Progress toward Benchmarks:** **Recommended** **Acceptable** **Delayed**

# APPENDIX E
## ODU Clinical PhD Program STUDENT ANNUAL EVALUATION

| Student Name | | | Advisor Name | |
|---|---|---|---|---|

Below find profession-wide competencies (PWC) which we train students to accomplish prior to entry into the profession. By the time a student departs for internship, they are expected to have achieved intern-level readiness in ALL of these competencies. As this student's advisor and mentor, we ask you to consider your own interactions and work with this student AND all of the information compiled for you about their academic performance, practicum performance, comprehensive exams, and other program required activities. When deciding on a rating, keep in mind what is expected for that student in their level of training and provide ratings of: Improvement needed, Meets Expectations for Program Year, Exceeds Expectations for Program Year. A rating of "Intern Ready" could be applicable in any year, but should particularly be considered during the student's final year in residence.

When rating **Improvement Needed**, please provide substantive comments for the Program to consider in a Performance Review. Also provide comments to justify any rating of **Exceeds Expectations.**

**Please only complete sections** for which you have knowledge or data from other sources (e.g., supervisor evaluations, transcript review, feedback from other faculty, etc.). Reserve N/A only for instances when the student has had no formal training in that area. Finally, **provide a summary narrative summary for each annual evaluation at the end of the document.** Highlight progress towards Program benchmarks. If the student is considering applying for internship, please indicate the Program faculty's assessment of student's readiness to apply for internship.

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

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

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

| Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **II. Ethical and legal standards** | **Mid-Yr 1** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Be knowledgeable of and act in accordance with each of the following: (a) The current version of the APA Ethical Principles of Psychologists and Code of Conduct; (b) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and (c) Relevant professional standards and guidelines. | | | | | | |
| 2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. | | | | | | |
| 3. Conduct self in an ethical manner in all professional activities. | | | | | | |

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

| Rating Scale: 1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **III. Individual and cultural diversity** | **Mid-Yr 1** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; | | | | | | |
| 2. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or world views create conflict with their own. | | | | | | |
| 4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. | | | | | | |

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

| Rating Scale: 1= Improvement Needed; 2=Meets Expectation for Program Year; 3=Exceeds Expectations for Program Year; 4=Intern-Ready; N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **IV. Professional values and attitudes** | **Mid-Yr 1** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. | | | | | | |
| 2. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. | | | | | | |
| 3. Actively seek and demonstrate openness and responsiveness to feedback and supervision. | | | | | | |
| 4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. | | | | | | |

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

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

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

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

| Rating Scale: 1= Improvement Needed; 2=Meets Expectation for Program Year; 3=Exceeds Expectations for Program Year; 4=Intern-Ready; N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **VI. Assessment:** | **Mid-Yr 1** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. | | | | | | |
| 2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). | | | | | | |
| 3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. | | | | | | |
| 4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. | | | | | | |
| 5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. | | | | | | |
| 6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | | | | | | |

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

| Rating Scale:  1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **VII. Intervention** | **Mid-Yr 1** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Establish and maintain effective relationships with recipients of psychological services. | | | | | | |
| 2. Develop evidence-based intervention plans specific to the service delivery goals. | | | | | | |
| 3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. | | | | | | |
| 4. Demonstrate the ability to apply the relevant research literature to clinical decision making. | | | | | | |
| 5. Modify and adapt evidence-based approaches effectively when clear evidence-base is lacking, | | | | | | |
| 6. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. | | | | | | |

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

| Rating Scale:  1= Improvement Needed;   2=Meets Expectation for Program Year;   3=Exceeds Expectations for Program Year; 4=Intern-Ready;   N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **VIII. Supervision** | **Mid-Yr 1** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1. Demonstrate knowledge of supervision models and practices. | | | | | | |
| 2. Demonstrate basic supervisory skills in peer supervision. | | | | | | |

| | |
|---|---|
| **Comments Mid-Yr 1** | |
| **Comments Year 1** | |
| **Comments Year 2** | |
| **Comments Year 3** | |
| **Comments Year 4** | |

| Comments Year 5 | |
|---|---|

| Rating Scale: 1= Improvement Needed; 2=Meets Expectation for Program Year; 3=Exceeds Expectations for Program Year; 4=Intern-Ready; N/A= Not Applicable for this evaluation | | | | | | |
|---|---|---|---|---|---|---|
| **IX. Consultation and interprofessional/interdisciplinary skills** | Mid-Yr 1 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Demonstrates knowledge of consultation models and practices. | | | | | | |
| 2. Demonstrate knowledge and respect for the roles and perspectives of other professions. | | | | | | |

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

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

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

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

## APPENDIX F

## Research Expectations

## Year 1 Research Expectations/Goals

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

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

List Research Goals here by (**10/1**):

_____

_____

_____

_____

_____

_____

_____

Mark chosen plan:

_____MS Thesis  _____Vetted Thesis

| Student Name: | Student Signature: | Date: |
|---------------|--------------------|-------|
| | | |
| Mentor Name: | Mentor Signature: | Date: |
| | | |

## Year 2 Research Expectations/Goals

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

| √ | Activity |
|---|---|
| | Continue meeting with Research Mentor |
| | Present at Research Day (if applicable; at least one Research Day presentation is required) |
| | Research Mentor and Student develop goals and timeline for appropriate research activities for the year. |
| | Complete thesis proposal by start of Fall Semester |
| | Data collection and analysis completed by end of Spring Semester |
| | For students who have a vetted thesis: Continue with goals and timeline established with faculty research mentor. |

List Research Goals here by (**10/1**):

_____
_____
_____
_____
_____
_____
_____

| Student Name: | Student Signature: | Date: |
|---|---|---|
| | | |
| Mentor Name: | Mentor Signature: | Date: |
| | | |

# Year 3 Research Expectations/Goals

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

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

List Research Goals here by (**10/1**):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

| Student Name: | Student Signature: | Date: |
|---------------|--------------------|-------|
| | | |
| Mentor Name: | Mentor Signature: | Date: |
| | | |

## Year 4 Research Expectations/Goals

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

| √ | Activity |
|---|---|
| | Present at Research Day (if applicable) |
| | Final draft of dissertation proposal, approved by Research Mentor, must be submitted to committee by **August 31** and proposed by **Sept 15**. Dissertation proposal must be approved with any changes before **October 1** to be eligible to apply for internship. |
| | Dissertation data collection and analysis |
| | Dissertation completed and defended |
| | Continue any ongoing research projects (aside from dissertation) |

List Research Goals here by (**10/1**):

_____
_____
_____
_____
_____
_____
_____

| Student Name: | Student Signature: | Date: |
|---|---|---|
| | | |
| Mentor Name: | Mentor Signature: | Date: |
| | | |

# Year 5 Research Expectations/Goals

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

| √ | Activity |
|---|----------|
| | Present at Research Day (if applicable) |
| | Final draft of dissertation proposal, approved by Research Mentor, must be submitted to committee by **August 31** and proposed by **Sept 15**.<br>Dissertation proposal must be approved with any changes before **October 1** to be eligible to apply for internship. |
| | Dissertation data collection and analysis |
| | Dissertation completed and defended |
| | Continue any ongoing research projects (aside from dissertation) |

List Research Goals here by (**10/1**):

_____

_____

_____

_____

_____

_____

_____

| Student Name: | Student Signature: | Date: |
|---|---|---|
| | | |
| Mentor Name: | Mentor Signature: | Date: |
| | | |

# APPENDIX G
# DISSERTATION GUIDE

Students are responsible for following the Graduate School and College of Sciences requirements for their doctoral dissertation and for timely submission of the doctoral forms. Consultation with the dissertation chair/faculty advisor and the dissertation committee members will facilitate proper completion of required procedures. Students are advised to make copies of completed forms and dissertation documents in the event they are not received in the Program Office or university.

Guidance on dissertation documentation changes over time. Students should always follow the ODU institutional guidelines and inform the Program Office of any discrepancies.

# DISSERTATION GUIDE

## TABLE OF CONTENTS

## FORMS

All forms are available on the ODU Clinical PhD Program's SharePoint site, Student Resources folder, or on the [ODU Graduate School site](#). Any questions about the required forms should be posed to the Program Administrator. The required sequence of forms for the doctoral dissertation is as follows:

D2 – establish the doctoral dissertation committee
D3 – propose the doctoral dissertation
D3 – orally defend the doctoral dissertation
D5 – written document is approved by dissertation committee and the dean's office

All signed forms are retained in the student's Sharepoint Degree Requirements subfolder and submitted to university registrar's office to notify them of each milestone toward degree completion. Students are strongly encouraged to keep their own copies.

## MOTIVATION AND DISSERTATION CREDIT

The dissertation serves as an indication of the student's ability to generate scientifically testable hypotheses founded on the extant literature and to design a research study (or studies) to test those hypotheses; to gather data consistent with that research design; and to analyze, interpret, and report on the results of the study. The student's research plans should be novel and contribute to advancing the science in the field. Typically, the student's dissertation is based on planning and gathering the data for their study, although the dissertation committee may approve designs that include previously collected (archival) data. When students use archival data, they must describe the dataset in detail to the committee and provide a rationale for how their dissertation design advances the field. For new data collection, the dissertation committee must first approve the project before the student begins collecting data.

Students register for a minimum of four semesters of 3 credits of doctoral dissertation (usually in their final year in residence prior to the pre-doctoral internship: summer, fall, spring, summer). A maximum of 12 dissertation credits apply toward the doctoral degree, although students can register for additional credits while they actively work on their dissertation as elective credit.

Dissertations that are not completed are recorded as "In Progress," by the chair of the dissertation committee, which will appear as "II" on the transcript. Only after the full dissertation has been approved and filed with the university can the dissertation chair update those grades to "Pass" or "Fail."

## DISSERTATION TIMELINE

The suggested timeline below allows students to evaluate their own progress toward dissertation completion. Student's faculty advisor serves as the dissertation chair and may handle various elements of the dissertation process differently; thus, students should consult with their advisors well in advance to understand the faculty member's expectations.

- Before (or during) registering for first set of dissertation credits, the student should:

1. Identify a topic and working title for the dissertation.
2. Consult the faculty advisor for potential dissertation committee members (approach these potential members describing the project and proposed timeline)
3. Complete and submit the **Dissertation Committee Appointment Form (D2).**

4. Develop the literature review and research design.
5. Send dissertation proposal for committee review at least two weeks prior to the proposal meeting.
6. Propose the dissertation **no later than September 15** the year applying for internship.
7. Dissertation proposal must be **fully approved by Oct 1**, with D3, with **Dissertation Proposal Form (D3)** submitted.

- Before (or during) the second set of dissertation credits, the students should:

  1. Acquire Institutional Review Board (IRB) approval from human subjects committee.
  2. Begin data collection.

- Before (or during) the last two sets of dissertation credits, the students should:

  1. Complete data collection and analyses.
  2. Finish a draft results and discussion.
  3. Prepare the complete doctoral dissertation.
  4. Seek input from doctoral dissertation committee members to draft.
  5. Announce (at least two weeks in advance) and defend the dissertation.
  6. Revise as required for final approval.

## RELATIONSHIP BETWEEN DISSERTATION AND INTERNSHIP

Students in the ODU Clinical PhD Program cannot apply for internship until they have a fully approved doctoral dissertation proposal. To apply, students must hold their proposal meeting **by Sept. 15** and submit all approvals and documents before Oct 1. Students who do not have an approved dissertation proposal by that deadline cannot apply for internship. Students do not enroll for dissertation credits while completing the full-time predoctoral internship.

## DISSERTATION COMMITTEE

The student and the dissertation committee are responsible for the quality of the doctoral dissertation. The dissertation committee approves the proposed research design and accepts the final, defended dissertation product. The committee also confirms that the work is the student's original work and adheres to the high standard expected of a doctoral dissertation.

- **Committee composition**

  In consultation with the student's faculty advisor/dissertation chair, the student selects the dissertation committee composed of a minimum of at least three members who are ODU graduate certified. The ODU Graduate School expects one of the three committee members to be an "outside" member (not in the ODU Department of Psychology) which can be accomplished by selecting a faculty member in another department at ODU.

  Care should be taken in constituting the doctoral dissertation to ensure that the members are able to judge the methodological rigor and substantive contribution of the project. Typically, committees have a single dissertation chair but co-chair arrangements are possible should that enhance the dissertation process. Those faculty committee members who have emeritus appointments may serve on the committee if the dissertation is approved within two years of the faculty member's retirement, otherwise a full-time faculty member will be assigned to facilitate dissertation completion. If a dissertation chair leaves ODU, a new chair will be appointed, and the prior chair could remain on the committee as an additional external committee member.

- **Eligibility for Additional Dissertation Committee Members**

  Additional dissertation committee members can serve as further resources for the student to enhance the dissertation. Such additional members must be doctoral psychologists or similarly qualified professionals with clinical or research expertise in the topical area. These additional individuals cannot chair a dissertation committee and cannot be one of the three required faculty committee members described above. Such additional members must be nominated by the dissertation chair and approved by the DCT to be recommended for graduate certification, which is approved by the Graduate School. Such approvals typically require the additional faculty member's curriculum vitae and may require additional documentation upon the request of the Graduate School.

- **Appointments (and Changes to Appointments) of the Dissertation Committee**

  The student submits a D2 (Appointment of Dissertation Committee) to the DCT and Program Office after consultation with the dissertation chair. This form is officially filed with the university. Changes to the doctoral committee's composition also requires a new D2 form.

## DISSERTATION PROPOSAL MEETING

The student works closely with their faculty advisor to develop the dissertation proposal. The dissertation proposal should include the Introduction, Hypotheses, Methods and intended data analyses. Any measures (where applicable and permissible) should be appended to the dissertation proposal for committee review. When the dissertation chair considers the proposal is prepared for input from the full committee, the dissertation proposal meeting is scheduled. The committee should have **at minimum <u>two full weeks to review</u>** the dissertation proposal. The **dissertation proposal meeting must occur by Sept 15<sup>th</sup>** before the student applies for predoctoral internship. Once the dissertation proposal has been approved, the D3 (Results of Examination) form is submitted to the DCT and Program Office, along with the dissertation proposal.

## INSTUTIONAL REVIEW BOARD APPROVAL

All research involving human subjects requires approval from the [ODU Institutional Review Board](#) (IRB) to protect human subjects. Depending on the circumstances of the dissertation project, students may need to acquire additional institutional human subjects approval (e.g., through the medical school, public schools, etc.).

Students should have a fully approved doctoral dissertation proposal prior to submitting to IRB. If part of the dissertation project has previously obtained IRB approval, official modifications to the IRB protocol may be required. The dissertation project needs to be accepted by both the dissertation project and the IRB. Data collection or analysis CANNOT BEGIN without IRB approval. This IRB approval must be acknowledged in the text of the dissertation. The student is responsible for submitting the IRB approval documents for their dissertation in their Sharepoint "Research" subfolder.

## SUPPLEMENTAL RESEARCH FUNDS

Students should consider what resources are available to conduct their doctoral dissertation. In consultation with the dissertation chair, this budgeting process should inform the development of the research design. Students are encouraged to pursue grant funding for their projects given prior students' success in obtaining such funding. Funding options are not assured and the student should plan their dissertation research plans accordingly.

## FORMAT AND TYPING

Dissertations are submitted to Old Dominion University and must follow their *Thesis and Dissertation Guide*. This format is required and must comply in all respects in order to receive final approval from the university. Dissertations should also conform to the style requirements of the American Psychological Association Publication Manual (7th Edition) to the extent that it does not conflict with the ODU Dissertation Guide.

Students should always confirm with the website that there have not been any changes to format expectations. Dissertations are submitted electronically. Each student is responsible for providing the correctly formatted document per the ODU guidelines.

## ANNOUNCEMENT OF DEFENSE

Dissertation chairs vary on whether they approve the dissertation to proceed to a defense meeting or whether they ask the student to seek input from the committee members. If the committee judges the student's dissertation is ready for oral defense, the student schedules the defense meeting.

The student **MUST** send the doctoral dissertation to the full committee a minimum of two full weeks prior to the oral defense meeting. Students who do not provide adequate time for the faculty to review the document may not be able to defend their dissertation at their scheduled time. The complete final draft of the dissertation should be sent to the Program Office at least two weeks in advance of the meeting. The location and time of the public oral defense must be provided to the Program Office for announcement through multiple venues at least two weeks in advance of the meeting. Students can find the document for the public announcement in Sharepoint > Student Resources > Research Docs. Members of the public are permitted to attend the oral defense.

## DISSERTATION DEFENSE EXAMINATION

During the student's dissertation defense meeting, the student delivers an oral presentation defending their hypotheses, research methods and design, results, and conclusions. The full committee makes the decision on whether the student has successfully passed the examination, which requires a majority of the committee.

When the committee agrees that the student has passed the oral defense, the D3 (Results of Examination) form is completed with that defense date. Dissertation documents typically require electronic signatures. Check with your committee in advance to determine whether you will need to get physical signatures if they are unable to e-sign. In many instances, even if the committee passes the student on the oral examination, the dissertation committee will need to see revisions. When the committee believes the  written document is ready and complete, they also sign the D5 (Dissertation Acceptance and Processing) form. D3 and D5 forms must be sent to the DCT and Program Office for further processing.

## DEAN REVIEW OF DISSERTATION COMPLIANCE AND SUBMISSION

Doctoral dissertations are digitally stored and accessed via ProQuest. If a student would like to purchase a bound copy of their dissertation, they may do so through ProQuest. Students should follow these steps to ensure forms and documents are received by the Registrar's Office.

1. Students confirm the D3 and D5 forms have been signed by the committee and submitted to the DCT and Program Office. The DCT will hold your D5 until you have full approval.
2. Complete the College of Sciences (CoS) Check-in Sheet.
3. When the fully formatted, final dissertation document has been approved by the committee and is ready for review by the Dean's office, submit it to the ODU College of Sciences as a word and PDF document to cosdeansoffice@odu.edu and copy your dissertation chair, the DCT, and the Program administrator. Add "Clinical Psych Dissertation for Review" to the subject header. In the body, please indicate that you are submitting this dissertation for review. Please be sure to follow all guidelines for formatting, pagination, Table of Contents, Tables, etc. in the ODU Guide for Theses and Dissertations.
4. They will confirm receipt of the dissertation and begin review, which could take two or three weeks (plan accordingly). The College will inform you of any required changes.
5. When the College approves the document, the D5 form can be fully completed and filed in the student's Sharepoint folder.
6. At this point, the student should upload their dissertation to ProQuest. Follow the provided guidelines for submitting your dissertation: ProQuest Guide and  visit the ProQuest ETD Administrator website: ProQuest ETD.
7. To complete Program requirements, students need to send the Program Office and dissertation chair a final pdf copy of the dissertation submitted to ProQuest. Please provide the ProQuest submission date to the Program Administrator for the Degree Requirements Checklist.

## CONTINUOUS ENROLLMENT: ONE (1) DISSERTATION CREDIT

**To remain in good students, students remain continuously registered until graduation**. A student who has completed all degree requirements other than their dissertation defense (ABD), needs to register for one dissertation credit each semester until graduation. Students who are seeking federal financial aid should complete the D4 (Full Time Status) form**.** Students who are not residents of Virginia will incur out-of-state tuition charges for these additional dissertation credits until graduation.

# APPENDIX H
## ODU Clinical PhD Program Dissertation Timeline

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

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

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

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

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

| | |
|---|---|

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

## APPENDIX I
## Guidelines for Three-Paper Dissertation

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

*Follow these policies:*

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

Parameters:
1. The dissertation committee must approve that the three papers share an overarching theme and form a coherent, cohesive set consistent with a program of research.
2. The dissertation committee must agree that all of the papers meet the standard of publication-quality.
3. All work for each of the papers must be based on work conducted while enrolled at ODU
4. None of the papers can be substantively equivalent to the student's master's thesis. In addition to other sources of data, students can use data they have previously collected while enrolled at ODU that does not replicate their master's thesis.
5. A maximum of one paper can be published or accepted for publication prior to the dissertation proposal.
   a. The student will be responsible for securing any necessary permissions from the copyright holder and other authors for inclusion in the dissertation.

    b. The student should include in an Appendix the memos and correspondence involved in their response to reviewers for papers accepted for publication if requested by the committee.

6. All papers, if not already submitted for publication, should be formatted and ready for journal submission (typically with a target journal in mind).
7. Students must be lead authors on all three papers.
    a. The dissertation committee must approve the inclusion of co-authors for all papers that have not yet been prepared for publication.
    b. If the paper will include co-authors, the student must remain the lead author and the contributing role of the co-authors must be detailed in an appendix to the dissertation. Consider following the CRediT taxonomy: https://credit.niso.org/
8. No more than one of the three papers can be a systematic review.
9. Three-paper dissertations follow the oral and written defense expectations of traditional format dissertations for both the dissertation proposal and public dissertation defense.
10. Deadlines for dissertations announcements and submissions to the universities are equivalent to those of a traditional dissertation.

# APPENDIX J
## Comprehensive Exam Rubric

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

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

# APPENDIX K
## Telesupervision Policy

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

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

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

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

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

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

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

## APPENDIX L
## Remediation Steps

*If Directors determine remediation is necessary, the following process is followed:*

☐ 1. The Directors will meet with the student and the student's advisor to discuss the performance concerns. Additional faculty from the program may be invited to attend this meeting, particularly as they may provide relevant input on the matter.

☐ 2. Directors gather additional information to prepare for consideration of next steps.

☐ 3. Directors may discuss with the full Program faculty in a confidential session to determine whether a remediation plan is warranted or if Program dismissal is required.

☐ 4. If remediation is recommended, the advisor works with the student, Directors, and University Counsel to develop a remediation plan as soon as feasible but up to 90 days of the issue being raised with the DCT or A-DCT.

☐ 5. Remediation plan will be documented in writing and signed by the student. To the extent as appropriate, the plan must include the following information:

    ☐ The nature of the performance concern;

    ☐ Discrete steps to address the performance concern;

    ☐ Operationalize criteria for satisfactory response to each step;

    ☐ Timeline for completion of each step and full remediation; and

    ☐ Consequences for failure to meet any given step or failure to complete the full remediation in accordance with the timeline.

☐ 6. If new information about the issue comes forward, the remediation may be revised in consultation with University Counsel.

☐ 7. When a remediation is completed, or when the deadline specified in the remediation arrives, the student's advisor will provide pertinent documentation regarding completion of each step in the remediation (e.g., course grades if academic, progress on thesis or dissertation for research, supervision/practicum evaluation or feedback if clinical) to the Directors. The Directors may consult other ODU Program faculty to determine if the student:

    ☐ has demonstrable evidence of remediation, with no further action needed

    ☐ has not remediated and the consequences of the failure to remediate need to be implemented, including consideration for dismissal from the program (see Program Dismissal below)

☐ 8. The Directors will notify the student in writing of the decision.

# APPENDIX M
# Dismissal from the Program

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

☐    Failure of any section of the Comprehensive Examinations on the second attempt;

☐    Obtaining below the MLA of 80 or B- twice in the same course, DSK assignment, or program exam

☐    Failure of more than one required course;

☐    Unauthorized absence from the Program;

☐    Failure to adhere to the Ethical Principles of the American Psychological Association, ODU Student Code of Conduct, or the Program's technical standards;

☐    Unsatisfactory performance review;

☐    Failure to accept or complete a required remediation plan;

☐    Failure to complete all degree requirements within the seven-year time limit.

**Procedures for Dismissal Recommendation:**

☐    If a student is being considered for dismissal from the Program, the student and faculty advisor will be notified of the reasons that dismissal recommendation is being considered.

☐    The Directors may consult with additional ODU Program faculty about the dismissal recommendation.

☐    Recommendation for dismissal will be made in consultation with the Graduate School with the official written notification of recommendation for dismissal.

☐    The student will be notified in writing of the dismissal recommendation and may appeal this decision to the Graduate School.