

STUDENT HANDBOOK

2023-2024

UNIVERSITY OF VIRGINIA

COMBINED PROGRAM IN CLINICAL AND SCHOOL PSYCHOLOGY

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**The program currently is fully accredited as a Combined Program in Clinical and School Psychology by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 20002.
Telephone (202) 336-5979.**

Revised September 2023

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INTRODUCTION

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

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

Students should read this manual and become familiar with its provisions, as well as the provisions in the Graduate Record regarding the School of Education and Human Development. Students are responsible for completing all activities and meeting all deadlines specified by this handbook. Please sign the statement that you received at orientation (sample on the last page of this handbook at the end of the Appendix) and submit it to the program director by October 1st; this will become part of your permanent file.

ACADEMIC CALENDAR, 2023-2024

www.virginia.edu/registrar

Fall 2023

SEHD Orientation	Friday, August 18
Clinical/School Psychology Orientation	Friday, August 18
Graduation	Saturday, August 26
Classes begin	Tuesday, August 22
Classes end	Tuesday, December 5
Exams	Thursday, December 7 - Friday, December 15

Spring 2024

Classes begin	Wednesday, January 17
Spring recess	Saturday, March 2 - Sunday, March 10
Classes end	Tuesday, April 30
Exams	Thursday, May 2 - Friday, May 10

DIRECTORY

SEHD Combined Program in Clinical and School Psychology
<https://education.virginia.edu/academics/clinical-school-psychology>

Departmental faculty and staff

Gest, Scott (Professor and Department Chair)	4-6254	Bavaro 212E	sdg9t
Dull, Felicia (Department Chief of Staff)	4-6254	Bavaro 212	ldr9t
Mehring, Ryan		Bavaro 212	rm5ee

Sheila C. Johnson Center for Human Services

Tuerk, Peter (Director)	4-0744	SJC B010	pwt3g
Danielson, Bonnie (Center Administrator)	4-0806	SJC B012	btd2y
Gilbert, Bridget (Billing Specialist)	4-1406	SJC B020	beg7x
Swain, April (Medical Office Supervisor)	4-3015		as7st
Cash, Sam (Client Care Specialist)	4-7034	Bavaro 001	sdc2x
Pritchett, Jaki (Client Care Specialist)		Bavaro 001	jas8gd
Rouch, Erica		SJC B020	ejf3u
Tuerk, Elena			egh3g
Wymer, Sarah		SJC B041	scw2wf

Core Faculty

Blodgett, Julia (Director of Assessment Training)	4-0916	SJC B022	jab2h
Bradshaw, Catherine	4-8121	Bavaro 112D	cpb8g
Downer, Jason	4-0792	Ridley 242	jd2fe
Lyons, Mike (Program Director)	4-0790	Bavaro 207	mdl8s
Mazurek, Micah	4-5692	Bavaro 139A	mm5gt
Smith Henderson, Lora		Ridley 224	ljh5sk
Thomas, Antoinette	4-6958	Bavaro 112B	art8u
Yoder, Matthew (Director of Clinical Training)	2-4507	SJC B018	msy7m
Williford, Amanda	3-9553	Ridley 246	apw2c

Dean's Office

Admissions & Student Affairs	4-3334	Ridley 102	
Cempre, Nadia	4-0740	Ridley 102C	nab4g

University

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

*note: All e-mail addresses end in @virginia.edu

TIMELINE

MILESTONES AND IMPORTANT DATES

First Year

Summer/early Fall	Study APA <i>Publication Manual</i> (7 th Edition)
Summer or early Fall	Students with relevant prior graduate work may petition faculty to transfer credits.
August 18	Orientation meetings.
August 22	Classes begin.
August 26	Clinic field experience (SJC desk coverage) begins on and continues on Thursday evenings for one academic year.
September	Start Record of Progress and Time 2 Track clinical logs
September	Consult with advisor regarding predissertation project and devise timetable.
Early Fall	Complete HIPAA online training as outlined in correspondence from SJC Clinic Administrator.
December 1	Clinical charting must be current as of November 1 and on file in the program office, and in Time2Track to avoid receiving a lowered grade for practicum.
December 15	Demonstrate completion of the <i>Mastering APA Style</i> workbook.
January	Complete annual student review form.
Mid January	Begin first-year practicum in area school.
April 1	Deadline for acquiring second reader for predissertation.
March 31	UVa and FAFSA financial aid applications due.
Mid March	Students indicate to advisor and Program Director that they are considering school psychology certification.
Late Spring	Register for summer classes.
Early Summer	Register for fall classes.
July 1	Predissertation proposal deadline—when approved, faculty sign Record of Progress for master's comprehensive examination.
August	M.Ed. is awarded, if all requirements met.

Second Year

July 5 (approx)	Sheila C. Johnson Center (SJC) practicum begins.
July-August	Required summer practicum (schedule to be determined).
September-June	Coursework, completion of predissertation, SJC practicum.
December 1	Clinical charting must be current as of November 1 in Time2Track in order to avoid receiving a lowered grade for practicum.
January	Complete annual student review form.
March 31	UVa and FAFSA financial aid applications due.
June 1	Clinical charting must be current as of June 1 in Time2Track in order to avoid receiving a lowered grade for practicum.
June 15	End of SJC practicum.
July 1	Predissertation article submitted for publication.

Third Year

July-September	Begin third-year practicum (start dates vary according to site)
Late Summer	Meet with Program Director to discuss comprehensive examination and teaching requirement.
December 1	Clinical charting must be current as of November 1 in Time2Track in order to avoid receiving a lowered grade for practicum.
December-January	Complete take-home comprehensive exam.
January	Complete annual student review form.
Spring	Establish dissertation committee and chair.
March 31	UVa and FAFSA financial aid applications due.
June 1	Clinical charting must be current as of June 1 in Time2Track in order to avoid receiving a lowered grade for practicum.

Fourth Year

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

July-September	Begin fourth-year practicum (start dates vary according to site).
2 weeks prior to dissertation proposal defense	Give Nadia Cempre (1) title of dissertation and (2) notice of intended date, time, and place of defense.
October 15	Deadline for dissertation proposal defense. Students who do not successfully defend proposal by this time are not allowed to apply for internship and may be placed on probation. Be sure to bring Record of Progress to defense.
October 15	Approval to apply for internship.
October-November	Applications sent to internship sites.
December 1	Clinical charting must be current as of November 1 and on file in the program office, and in Time2Track in order to avoid receiving a lowered grade for practicum.
December/January	Internship interviews. Complete annual student review form.
Early February	Phase I - Deadline for internship rank-order submission.
Late February	Phase I - Applicants learn where they have matched.
Mid March	Phase II - Deadline for internship rank-order submission.
Late March	Phase II - Applicants learn where they have matched.
March 31	UVa and FAFSA financial aid applications due.
June 1	Clinical charting must be current as of June 1 in Time2Track in order to avoid receiving a lowered grade for practicum.
June 1	Preferred date by which dissertation is defended.
Prior to departure	File check-out for all SJC clients. Failure to successfully check out may result in delay of start of internship and communication to internship regarding record-keeping problems.
August 30	All coursework must be completed.

Fifth Year

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

July-September	Begin internship (start dates vary according to site), and register each semester. Before and during semester of final defense, register for 12 hrs dissertation. After successful final defense: register for "Affiliated Status" (contact Nadia Cempre for assistance).
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Important Dates for Dissertation Defense and Ph.D. Graduation

Registration	Be sure you are enrolled for dissertation credits or as "Affiliated Status" in the semester in which you plan to graduate.
6-10 weeks prior to final defense	Schedule final defense with committee members. Work with Ryan to reserve a room for two hours. AV equipment needs to be reserved through ETO at 434.924.7086.
6-10 weeks prior to defense	Acquire copy of doctoral dissertation guidelines published on the SEHD website, which summarizes formal procedures.
2 weeks prior to final defense	Final copy of dissertation to each committee member. <i>Provide each committee member a hard copy, electronic copy, or both, as per preference of individual members.</i>
2 weeks prior to final defense	Schedule and announce dissertation final defense. Submit form to Nadia Cempre at least two weeks prior to defense. <i>This is a university requirement. Failure to do so can result in having to reschedule your defense and a later graduation time. Consult SEHD dissertation guidelines for more details. Give Ryan a copy of this information for program records.</i>
Day of defense	Bring Record of Progress and two copies of signature page. Good luck!
One year after defense	If dissertation has not been submitted for publication, the dissertation chair or co-chair may elect to write up and submit results.
June 1	Deadline to apply for graduation. Download form at https://education.virginia.edu/sites/default/files/academics/Doctoral_Graduation_Form.pdf and send to Nadia Cempre (ehd-registrar@virginia.edu) in the Dean's Office.
July 1	Deadline for final defense (August graduation).
August 1	Completed, signed dissertation and other required materials to Nadia Cempre (August graduation). <i>Have Nadia complete the Record of Progress, then turn your completed Record of Progress in to Ryan for the program files.</i>
NOTE	It is University policy that you must be continuously registered until you graduate. If you complete your dissertation by the end of May (and completed the spring semester of your internship), and therefore plan to graduate in August, you must be enrolled as "Affiliated Status." If you do not graduate in August, be sure to keep your registration current, and be sure that you are registered for dissertation credits in the semester in which you finally defend.

Important Dates for Internship

Application Year	
Late May-early June	Matt Yoder meets with internship applicants to explain all aspects of the application process, especially the APPIC application and how to prepare data files for recommendation letters.
Summer	Yoder meets individually with applicants to discuss special needs and issues, review CV and application materials, advise as to appropriate internship sites, and answer questions.
Four weeks prior to first application deadline	Students request recommendation letters and provide letter-writers with CV and other relevant materials.
October 15	Give Yoder the final list of internships for which you plan to apply.
December	Students meet with Yoder regarding choices and interviews.
January	Students meet with Yoder to determine rankings.
2 nd week in February	Phase I - Deadline for internship rank-order submission.
4 th week in February	Phase I -Applicants learn where they have matched.
4 th week in March	Phase II - Deadline for internship rank-order submission.
late March/April	Phase II - Applicants learn where they have matched.
May	Yoder meets with outgoing interns to explain requirements and expectations. Students are given a checklist of important dates and deadlines, as outlined below.
Internship Year	
August 15	Deadline for getting all contact information to Ryan
January 20	Midyear evaluation due from supervisor. Internship site evaluation due from intern.
June 1	Deadline to apply for graduation. Download form at https://education.virginia.edu/sites/default/files/academics/Doctoral_Graduation_Form.pdf and send to Nadia Cempre in the Dean's Office.
July 1	Deadline for final defense, in order to graduate in August.
End of internship	Final evaluation due from supervisor.

CURRICULUM AND RELATED EXPERIENCES

The SEHD Combined Program in Clinical and School Psychology is fully accredited by the American Psychological Association as a Combined Program in Clinical and School Psychology. All students receive doctoral level professional training and experiences in clinical and school psychology, while meeting predoctoral eligibility requirements for psychology licensure. After their first year, students are eligible to earn a M.Ed. in Educational Psychology-School Psychology; this requires successful completion of at least 33 course credit hours and a master's comprehensive exam (described in detail later in the Handbook). Furthermore, students may elect additional school psychology coursework and practicum/internship experiences in order to also be eligible for certification in school psychology (see p. 36-38 for details). We subscribe to a scientist-practitioner model of training, and emphasize a strong scientific grounding in academic psychology (discipline-specific knowledge) and high standards of competence as mental health practitioners. We achieve this goal by closely integrating the complementary domains of academic psychology and applied practice throughout the course of graduate studies, focused on developing profession-wide competencies.

Coursework

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

Students who pursue school psychology certification take an extra course in special education, undertake a 20-hour/week internship as a school psychologist during the 3rd or 4th year in the program (or equivalent), and seek a 5th year internship that provides at least 50% of the year working with children or adolescents. When course options are listed, students may choose among them, in consultation with their advisors; other options may also be available. If a student wishes to substitute a course not listed below, they must request approval in writing from the faculty prior to enrolling in the course.

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

Students who enter with a related master's degree may have adjustments to the typical schedule; these are arranged in consultation with the academic advisor and with approval of the faculty. Graduate courses taken at another university may be used to satisfy program requirements if it is judged by program faculty that the content is of equivalent breadth and depth to the comparable courses offered at UVA. To request a course transfer or substitution, students should submit a copy of the course syllabus to their advisor for formal review at an upcoming faculty meeting.

Discipline-specific Knowledge (DSK)

Beginning in January 2017, all APA-accredited programs must demonstrate students' attainment of discipline-specific knowledge in four categories: (1) History and Systems of Psychology; (2) Basic Content Areas in Scientific Psychology (affective, biological, cognitive,

developmental, and social aspects of behavior); (3) Advanced Integrative Knowledge in Scientific Psychology, and (4) Research Methods, Statistical Knowledge, and Psychometrics. Knowledge in all categories must be demonstrated as part of an evaluated educational experience.

Students are required to demonstrate graduate-level knowledge in all Category 2 (all sub-content areas), Category 3, and Category 4. Coursework in Category 3 (Advanced integrative) will integrate at least 2 aspects of behavior covered in Category 2. The courses that fulfill these requirements are listed below.

Students may petition faculty to approve alternative classes that meet the graduate-level knowledge in Categories 2-4 requirement by submitting a relevant syllabus to their advisor.

Category 1:

History and Systems

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

Category 2:

Biological Aspects of Behavior:

EDHS 8680 Integrative Course in Developmental Cognitive Neuroscience*

Cognitive Aspects of Behavior:

EDHS 8680 Integrative Course in Developmental Cognitive Neuroscience*

Social Aspects of Behavior:

EDHS 8742 Social and Affective Processes in Human Development*

Affective Aspects of Behavior:

EDHS 8742 Social and Affective Processes in Human Development*

Developmental Aspects of Behavior (one course required):

EDLF 5160 Life Span Development

Category 3:

Advanced Integrative Knowledge in Scientific Psychology (one course required)

EDHS 8680 Integrative Course in Developmental Cognitive Neuroscience*

EDHS 8742 Social and Affective Processes in Human Development*

This requirement may also be filled by other advanced classes with permission from advisor and faculty.

Category 4:

Research Methods and Statistical Analysis (four courses required):

EDLF 7300 Foundations of Educational Research

EDLF 7420 Quantitative Methods II: General Linear Models

EDLF 8310 Generalized Linear Models

EDLF 8350 Multivariate Statistics (*or alternative advanced statistics course*)

Alternative advanced statistics class options:

EDLF 8340 Measurement Theory

EDLF 7404 Qualitative Analysis

EDLF 8361 Structural Equation Modeling
EDLF 8440 Advanced Qualitative Analysis
EDLF 7402 Program Evaluation
EDLF 7180 Tests and Measurement
EDLF 5500 Casual Inference
EDLF 5500 Field Experiments
EDLF 8360 Multi-level Modeling

This requirement may also be filled by another advanced class statistical analysis with permission from advisor and faculty.

Psychometrics

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

*These courses satisfy foundational and graduate-level knowledge for 2 areas at once, as well as provide integration of these areas.

Profession-wide Competencies (PWC)

The American Psychological Association also stipulates that students in accredited clinical and school psychology programs should demonstrate PWCs in: a) research, b) ethical and legal standards, c) individual and cultural diversity, d) professional values, attitudes, and behaviors, e) communication and interpersonal skills, f) assessment, g) intervention, h) supervision, and i) consultation and interprofessional/interdisciplinary skills. These competencies are developed, supervised, and evaluated within the following additional coursework and practica training.

Clinical Core (all courses required):

EDHS 8772 Advanced Psychotherapy: Evidence-informed Clinical Decision-making and Practice
EDHS 6010 Diversity Issues in Clinical Psychology
EDHS 7630 Seminar: Issues in Professional Psychology
EDHS 7640 Cognitive Assessment
EDHS 7680 Psychopathology
EDHS 8640 Principles of Psychotherapy
EDHS 8660 Personality Assessment
EDHS 8670 Behavioral, Emotional, and Social Assessment of Children
EDHS 8710 Psychological Consultation & Supervision
EDHS 8730 Family Therapy: Theory and Techniques
EDHS 8750 Psychological Intervention and Consultation in Schools
EDHS 9761 Child Therapy

Directed Research (with research advisor):

EDHS 9995 Independent Research
EDHS 9998 Doctoral Research Apprenticeship
EDHS 9999 Doctoral Dissertation

Clinical Practica:

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

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

Course Registration

During the first four years, students register for at least 15 credit hours. During the fifth year and beyond, students must either register for dissertation hours (if dissertation defense has yet to happen) or "Affiliated Status." The following course list should serve as a guideline for course registration for the 2023-2024 school year and beyond (note that in some cases course offerings may change, but students will be given notice for planning purposes). Students should register for the following courses, unless otherwise instructed by their academic advisor or the program director (all courses are 3 credits, unless otherwise noted).

First Year		
Fall	Spring	Summer
EDLF 7300 Foundations of Educational Research EDHS 7680 Psychopathology EDHS 7640 Cognitive Assess EDHS 8640 Principles of Psychotherapy EDLF 7420 Quant Methods II EDHS 9995 Research (1 credit)	EDHS 7630 Professional Issues EDHS 9761 Child Therapy EDHS 8670 Behavioral, Emotional, and Social Assessment EDLF 8310 Quant Methods (GLM) EDHS 9995 Research (1 credit) EDHS 8690 School Practicum	EDHS 8700 Practicum (3 credits)
Second Year		
Fall	Spring	Summer
EDHS 8660 Personality Assess I EDHS 8680 Developmental Cognitive Neuroscience EDHS 8772 Advanced Psychotherapy EDHS 9995 Research (1 credit) EDHS 8700 Practicum (3 credits) <i>Advanced Stats</i> <i>DSK/AI, if needed</i>	EDHS 8730 Family Therapy EDHS 6010 Diversity Issues in Clin Psych EDHS 8750 Psych Intervention in School EDHS 9995 Research (1 credit) EDHS 8700 Practicum (3 credits) <i>Advanced Stats, if needed</i> <i>DSK/AI, if needed</i>	EDHS 8700 Practicum (3 credits)

Third Year		
Fall	Spring	Summer
EDHS 8710 Psychological Consultation & Supervision EDHS 9998 Doc Research Apprenticeship (up to 12 credits) EDHS 8700 Practicum (3 credits) EDHS 9740 College Teaching (1 credit), if co-teaching <i>DSK/AI, if needed</i>	EDHS 8742 Social and Affective Processes in Human Development EDHS 9999 Dissertation (up to 12 credits) EDHS 8700 Practicum (3 credits) EDHS 9740 College Teaching (1 credit), if co-teaching <i>DSK/AI, if needed</i>	EDHS 8700 Practicum (3 credits)
Fourth Year		
Fall	Spring	Summer
EDHS 9999 Dissertation (12 credits)	EDHS 9999 Dissertation (12 credits)	

Note: DSK = discipline-specific knowledge; AI = advanced integrative.

Independent Study

Students who seek course credit for independent study must obtain permission from their academic advisor, who will bring the request to the program faculty meeting for approval. Students prepare a prospectus that describes the nature of the study, projected activities, expected products or outcomes, a method of evaluating and accounting for the study, and identify a faculty member to oversee the study. Students also submit the SEHD Independent Study Contract that is signed by the student's academic advisor, the independent study supervisor, and the student.

Enrollment Policy

Length of Enrollment

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

Continuous Enrollment

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

Summer Enrollment

Rising second-, third-, and fourth-year students are expected to enroll for 3 credit hours of practicum each summer (EDHS 8700).

Number of Credit Hours

Students typically enroll in 15-18 credit hours each fall and spring semester and 3 hours during the summer. Certain loans require minimum hourly loads for each semester. Students are responsible for obtaining pertinent registration information for their financial aid loans.

Fifth Year and Beyond

All students must maintain fulltime- enrollment during the fifth year and beyond by signing up for dissertation research- hours (if dissertation has not been defended). Students on internship who have successfully defended their dissertation may enroll with "Affiliated Status" at a substantially reduced fee (contact Nadia Cempre for details). However, students with loans are cautioned to check to be certain that this status does not trigger the loan repayment process.

All post internship students who have not completed their dissertation must maintain continuous enrollment in EDHS 9999 (Dissertation Research), whether or not they are on Grounds.

Nonresident Student Status

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

Advanced Standing

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

Master's Comprehensive Examination

All students are eligible for earning a M.Ed. en route to the Ph.D. in Clinical Psychology. In addition to 33 course credit hours, a required master's comprehensive examination consists of the predissertation research proposal. This written document demonstrates the student's ability to define a problem, conduct a relevant literature review, specify hypotheses, develop a set of procedures for data collection, demonstrate sensitivity to ethical issues, and specify a method of data analysis that examines the operational measures in relation to the hypotheses. This experience is designed to encourage the student to integrate the knowledge and skills acquired during the first year of graduate study. A student may pass the examination even though their proposal requires revision. For more information regarding the predissertation project, see the Research section of the Handbook.

Due date: July 1 of the first year.

Doctoral Comprehensive Examination

At the end of the first semester of third year, students have from December 1st until the beginning of the Spring semester at the end of January to respond to a question posed by faculty regarding an important, current issue in the field. Responses require support from research literature and comprehensive understanding of relevant evidence-based practices, ethics, and

diversity issues. Grading is done independently by two core faculty, with a minimum passing grade of 70 out of 100 (averaged across the graders). A lower grade will result in feedback provided by the student's advisor, followed by a required re-write and re-grading.

Teaching Experience

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

CLINICAL-SCHOOL EXPERIENCES

Clinical-School Applied Training

Students engage in applied training as practicum students during their first four years of study. Generally, practicum placements are introductory experiences that initially emphasize didactic and observational training, with increased opportunity for supervised direct service and client contact as the practicum progresses. An internship provides more advanced training, supervised direct service, and client contact.

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

First-year Clinical/School Practicum

All first-year students participate in a school psychology practicum. Students spend one day per week in the public schools under supervision of certified school psychologists during the spring semester. These placements expose the student to the professional practice of psychology as it is applied in schools and provide practicum experiences essential to the student's professional growth. In addition, first-year students participate in group supervision as observers. They are required to attend one of the group supervision offerings per week as part of their first year practicum experience.

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

This practicum, which is directed by faculty from the Program, begins the Tuesday after July 4th of the second year and ends on June 15th of the following year. Students participate in a variety of psychological and educational assessments, interventions, and consultations. The Center's client population consists of families, children, and adults. Referrals come from families, schools, pediatrician's offices, or self-referral from internet searches. Parents and school personnel are often an integral part of the process.

Second-year students conduct integrated personality and cognitive assessments beginning early in the first semester. During the academic year and following summer, students complete three full assessments under the supervision of a licensed faculty member and an advanced student supervisor. The student is expected to assume co-responsibility for determining the methods and tools to be used in the assessment, working closely alongside the faculty supervisor and student supervisor. The student carries the case through feedback and any necessary follow-up. Further information regarding assessment procedures and students' responsibilities are detailed in the program's Assessment Manual, which is provided to students at the beginning of the second year.

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

Third- and Fourth-year Clinical/School Practicum

During the third and fourth years, a student may pursue practicum training in vetted external agencies with existing relationships with the program, such as the Commonwealth Center for Children and Adolescents, UVA Family Stress Clinic, UVA Developmental Pediatrics, Virginia Institute for Autism (VIA) and Charlottesville City or Albemarle County Schools. Students can also spend one of these years working in the SJC in an advanced position. Students pursuing school psychology certification undertake a half-time internship (i.e., 600 hours) in a public school. Practicum placements are arranged in consultation with the Director of Clinical Training and Program Director. Students are not allowed to accept a practicum position without explicit permission from the Director of Clinical Training and Program Director.

Practica start and end dates during the third and fourth years depend on the site with which the student matches but typically runs from approximately July 5 to June 30 of the following year. Second- and third-year students meet with the Director of Clinical Training in February/March to discuss placement options for the following year. Students are typically required to interview at practicum sites of interest. Practicum placement is determined based upon a combination of factors, including site availability, students' preferences and need for breadth of clinical/school training, and site preferences. Decisions about practicum placements are made collectively by supervisors and program faculty including DCT. It is expected that students fulfill the expectations for professional behavior, clinical hours, and supervision as communicated by the practicum site supervisor and Director of Clinical training at the start of the training year. Students will be evaluated twice during the practicum year, based at least in part on direct observation by the supervisor – once at the end of each semester. Students will also have an opportunity to provide feedback about the practicum experience and supervisor to the Director of Clinical Training at the end of each semester.

Students also complete two additional integrative assessments in SJC prior to departure for internship, which results in a total of five integrative assessments supervised by program faculty. Though these third and fourth year assessments continue to involve a faculty supervisor, the student is expected to assume primary responsibility for determining the methods and tools to be used in the assessment and to review these decisions with the faculty supervisor. The student is assigned the case by the Director of Clinical Training and carries it through feedback and any necessary follow-up.

Group Experience within the Practicum Sequence

All students must have supervised experience in group work with clients at some point in their training, often in the first-year school practicum.

HIPAA Training

All first-year students are required to take HIPAA Privacy and Security training. This training module on confidentiality is offered by the UVa Human Resources Center for Organizational Development and will be made available via SJC's Canvas site as part of the onboarding process in first year.

Clinical-School Psychology Internship

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

Obtaining an internship placement is the responsibility of the student. Program faculty, including the students' academic and research advisors, DCT, and program director support students in the process. The DCT must be informed of the sites to which a student is applying and will confirm that internship sites are in accordance with the program's internship policy. The DCT will meet with prospective interns no later than June prior to application due dates to explain the application process and available resources. The DCT will write a letter attesting to the student's readiness for internship. Although this letter is written by the DCT, readiness for internship requires the student to be making adequate progress on their research, coursework, and clinical-school experiences. Readiness for internship is not the decision of a single person and is jointly determined by the program faculty.

Students who are on internship enroll each semester. Prior to defending the dissertation, a student should register for dissertation credits (EDHS 9999); after successfully defending the dissertation, a student should register for "Affiliated Status." A special reduced tuition rate is charged for dissertation credit, and a further reduced rate is charged for "Affiliated Status." (Before registering for "Affiliated Status," check to be sure this status does not trigger loan repayment.) If the dissertation defense occurs prior to internship, students may enroll for "Affiliated Status" during the Fall, Spring, and Summer before graduation.

All internship supervisors make periodic reports of their progress via evaluation surveys distributed by the DCT.

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

- Individual case studies: assessments with a focus on the psychosocial systems of which the individual is a part, i.e., home, school, neighborhood, workplace.

- A variety of individual and group psychotherapeutic intervention experiences, depending on the skills of the student and needs of the setting.
- Consultation experiences in relation to parents, teachers, and administrators with a focus on skill and knowledge development and/or program development.
- Some experience with other agencies in the community that provide services to individuals and families.
- The opportunity to work cooperatively with other professionals within the agency.
- The opportunity to participate in research or program development.

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

Participation in the University Graduation Ceremony

Students must complete all required work, including the internship, prior to graduation. The University has one graduation ceremony each year in May, which is earlier than the completion date for 5th year internships. For this reason, the Program holds an annual “Hooding Ceremony” in August to honor those students receiving degrees in August. Diplomas are awarded at that ceremony.

Clinical Logs

Students log all clinical activities using Time2Track (T2T), provided through the program. Each semester the Director of Clinical Training audits students’ clinical logs. Students who do not have T2T up to date may receive a lower grade for their semester practicum course. Clinical logs in T2T are an important because they:

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

RESEARCH EXPERIENCE

Research Lab Engagement

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

Predissertation Research Project

Proposal

Students write a proposal that describes the intended predissertation project. This proposal, which is due July 1 of the first year, also serves as the master's comprehensive examination. The proposal is evaluated by the student's academic advisor and one other faculty member chosen by the student as second reader. Students must arrange for the second reader's participation by April 1 at the latest.

Typical Content of Proposal

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

Grading Method

1. Examination committee: chair and second reader
2. Global judgment: 0-100 scale; 70=passing
3. Each proposal is read by two faculty members
4. The committee chair coordinates grading and reports the results to the Program Director through a memo that becomes a part of the student file

Completion of Predissertation Project

After students complete their predissertation proposal, they should make any necessary revisions to their proposal as based on feedback from the two proposal reviewers. Students proceed with the predissertation project during the balance of the spring semester and during the summer, with the typical goal of completing the Methods and Results sections by January of the second year. Students and advisors may modify this timetable according to the requirements of individual projects. Students should be aware that faculty advisors are not necessarily available during the summer and should make plans with their advisors to consult as needed during this period.

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

The length and scope of the predissertation document is determined by the faculty advisor, but ordinarily is in the range of 20-40 APA manuscript pages (aligned with requirements of targeted journal). Authorship of manuscripts submitted for publication will be determined by APA ethical guidelines. Under these guidelines, the student is usually the first author and the faculty advisor (as well as others who made substantial contributions to the study) are listed as co-

author(s), but authorship and order of authorship is determined on a case-by-case basis. There is no requirement that the manuscript be accepted for publication. Ordinarily, the student and faculty advisor (or other co-authors) will work collaboratively on revising the manuscript for resubmission if it is deemed publishable.

Students who fail to complete the predissertation project by July 1 of the second year are automatically placed on academic probation, unless extenuating circumstances arise and an extension is approved jointly by the advisor and Program Director.

Doctoral Dissertation

Dissertation Committee

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

After a project has been approved, the student works with the dissertation committee chairperson and schedules periodic conferences while the research is underway. It may be necessary to make minor changes in the approved plan; extensive revisions in the plan may necessitate another committee meeting. The student's advisor must be kept informed as to progress on the dissertation.

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

Dissertation Enrollment

A minimum of 12 hours of dissertation credit is required to graduate (EDHS 9999), and a student *must be* enrolled in dissertation credits during the semester that they defend.

Preparation for Proposal Defense

Upon successful completion of the doctoral comprehensive examination and the appointment of the dissertation committee, students decide, with guidance from their faculty advisor, whether to pursue a traditional dissertation or the three-paper manuscript-style dissertation. Briefly, the proposal for each entails the following:

Traditional Proposal

1. Introduction/Statement of the Problem
2. Literature Review
3. Conceptual Framework
4. Research Questions
5. Research Design

6. Plan of Data Collection
7. Plan for Data Analysis

Three-paper Manuscript Proposal

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

Proposal Defense

Students orally defend their written proposal at a formal meeting of the full dissertation committee. This meeting is scheduled well in advance of the intended date. It is the student's responsibility to find a room for the defense. Proposing students provide committee members with a copy of the proposal two weeks in advance of the defense.

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

Dissertation Execution

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

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

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

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

Doctoral Dissertation Final Defense

These guidelines clarify policies and procedures for the doctoral dissertation defense of candidates for the Ph.D. in Clinical Psychology in the Combined Program in Clinical and School Psychology. Nothing in these guidelines should be construed to contradict or supersede the applicable rules or policies of the university or the School of Education and Human Development.

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

Preparation for the Defense

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

Defense Meeting

1. The defense meeting is chaired by the dissertation committee chair. Generally, all members of the doctoral dissertation committee attend the defense. In extraordinary circumstances (e.g., illness), one regular member of the committee may be absent. In all cases, at least four UVA faculty are in attendance. The doctoral chair must approve holding the defense in the absence of a committee member, and the absent member must submit written approval of the candidate's dissertation before the candidate can be considered to have successfully completed the final examination.
2. The meeting is conducted in a manner appropriate to the academic significance of the event. Celebration, including food and drink, is appropriate only after the defense is concluded.
3. The candidate presents a brief review of the dissertation project, with primary emphasis on presentation and interpretation of research findings.
4. The candidate responds to questions from each member of the committee. As chair of the meeting, the dissertation chair coordinates the order of questions, if necessary.
5. Other faculty and students, as well as members of the public, are welcome to attend the dissertation defense. After all committee members have questioned the candidate, others in attendance may ask questions of the candidate. The dissertation chair reserves the right to amend or exclude questions that are inappropriate to the defense.
6. At the completion of the question-and-answer period, the candidate, as well as any observers in attendance, leave the room so that the committee may deliberate on the candidate's performance in the defense. After the committee has reached a decision, the candidate and any observers return to the room to hear the committee's decision.
7. There are three possible outcomes to the defense:
 - The candidate passes the defense, based on the unanimous agreement of the committee.
 - The candidate passes the defense conditional upon specified modifications. In some cases, a student given a conditional pass may be required to re-defend.
 - The candidate fails the defense.

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

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

After the Defense

1. It is the candidate's responsibility to see that the Record of Progress is complete and that all other requirements are completed.
2. If the committee has required that the candidate undertake further revisions of the dissertation document, those revisions must be completed promptly, according to a timetable specified by the dissertation chair at the defense meeting. If the candidate is unable to complete the revisions according to the timetable, or if the revisions are not satisfactory to committee members, the candidate cannot be considered to have completed the final exam and is not eligible for the degree.

Publication of Dissertation and Related Articles

Guidelines for submitting the dissertation may be [obtained from the EHD Registrar](#). Dissertations should be suitable for publication in a professional journal or for presentation through other media. Submission for publication of a manuscript based on the dissertation is expected to disseminate information and further the professional growth of the student.

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

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

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

dissertation. Authorship order of this article will follow APA guidelines for authorship and judgment regarding the relative contributions of all authors.

Quantitative and Qualitative Research Competency Standard

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

Participation in Research Presentations

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

First-year students:

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

Second-year students:

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

Third- and fourth-year students:

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

PERFORMANCE STANDARDS

Ethical Standards

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

Academic and Clinical-School Performance

In April/May of each year, students complete a summary of their academic, research, and clinical activities for the preceding year, using the program's student review form. After this report, faculty meet to review each student's progress through the program. Feedback from instructors, practicum supervisors, and others is sought and considered. A student must show satisfactory performance in academic areas (B- or better in all coursework), in professional demeanor, in clinical-school skills, and in research skills. If deemed necessary, appropriate methods of remediation are suggested and must be carried through. If unsatisfactory progress is made, the faculty may place a student on probation (see below for details).

A formal feedback meeting between advisor and advisee follows the faculty review meeting. While the content of the meetings can vary, the advisor's focus is on communicating an understanding of progress within the program to the student. Both positive and negative aspects of a student's progress are considered. The advisor writes a summary of the evaluation that is shared with the student and is included in the student's records. Students are encouraged to respond to the feedback orally or in written format. If issues raised at the annual review cannot be resolved at the level of the advisor, students may make their concerns known to the program director. Unsatisfactory performance may result in enforced withdrawal from the program.

Student Behavior, communication, and work norms

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

The program has established norms for communication, graduate student research assistantships, and for taking time off. These norms are included in the document at the end of the handbook. The program expects that students will communicate with advisors, supervisors, and program faculty their needs.

Outside Work and Volunteer Activities

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

Research or Clinical-School Activity with Collaborating Faculty or Agencies

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

Routine strategies to resolve professional concerns

Program faculty work with the student to establish supports to promote their professional growth. Students can expect to receive regular formal and informal feedback throughout graduate school. Performance feedback involves informal meetings with advisors, annual performance reviews, supervisor evaluations, course grades, and other feedback on degree milestones (e.g., written comps, pre-dissertation proposals). Students and faculty may also develop written plans that outline specific steps to take to ensure continued satisfactory performance. This type of feedback is normal and necessary for a student's growth in the profession.

Formal resolution of professional concerns: Remediation plans

If students are 1) not making adequate progress in coursework or clinical-school experiences, demonstrate unsatisfactory rankings on annual reviews, fail to meet program milestones, or are untimely in completing program requirements consistent with APA accreditation standards and/or 2) not improving their performance with routine strategies to resolve professional concerns, the program may establish a remediation plan. Key milestones that may result in a faculty member recommending a remediation plan include (but are not limited to):

- Pre-dissertation proposal submission (July 1; 1st year)
- Pre-dissertation manuscript submission (July 1; 2nd year)
- All required coursework completed (Aug 30; 4th year)
- Dissertation proposal (Oct 15; 4th year)
- Dissertation defense (July 1; 5th year)

Remediation plans will also be established when a student is not in good academic standing (below).

The program faculty recognize that each student's situation is unique, and that the faculty reserves the right to adapt and apply policies according to individual circumstances. For example, a student suffering from a serious illness may be permitted flexibility in meeting deadlines. Students should communicate their needs as soon as possible with faculty.

Academic Standing

A student is in good academic standing if course grades earned are B- or higher. A student may incur an *academic warning* (previously referred to as academic probation) during any semester in which they fail to meet the minimum academic standards. A student with a warning is expected to meet with their advisor and program coordinator to determine a plan for improvement. This is called a *remediation plan* and is described below. If the student does not regain good standing by the end of the next semester, the student may be suspended or be required to withdraw. A student may also be required to withdraw if the academic advisor, departmental faculty, and the associate

dean determine that the student is making unsatisfactory progress toward a degree or fails to comply with all applicable University, School, and departmental policies, including but not limited to, those governing student conduct, academics, and the Code of Honor. Students who have been forced to withdraw must apply for readmission.

Remediation plans

To initiate a remediation plan, the student's advisor, program director, and other faculty involved in assessing the competencies needing remediation will notify the student via a letter or email from the program director. The student will be given an opportunity to provide a written response to this notification. The core program faculty will review the documentation and vote on implementing a remediation plan. A majority vote of the core program faculty will result in the development of a remediation plan.

To develop a remediation plan, the student will meet with their advisor, program director, and other faculty involved in assessing the competencies needing remediation. The remediation plan will be jointly developed by these faculty and the student. The plan will include the following:

1. Behavior(s) of concern related to professional, academic, or research competencies.
2. Explicit criteria for assessing student success or failure.
3. Timeline and the way the student is expected to demonstrate success
Note: The timeline may vary depending on student circumstances. In some cases, remediation may occur over single semester or academic year. Faculty and students discuss a reasonable timeline for a student to demonstrate success.
4. Range of Consequences (e.g., return to student regular status, warning, suspension, dismissal)

Note: In most circumstances, a student would not be suspended or dismissed from the program without multiple prior informal and formal attempts to support their professional development. A remediation plan that includes suspension or dismissal should include a rationale for this consequence.

While a remediation plan is in place, the student's advisors and other program faculty involved in developing the remediation plan will provide intermediate check-ins and give feedback on the student's progress toward remediating the behaviors of concern. Students experiencing unanticipated delays in completing the specified remediation should communicate expectations and needs to program faculty as soon as possible to resolve issues.

To assess success or failure of a remediation plan, the faculty involved in developing the plan will evaluate the student's performance as specified in the plan. Based on student performance, these faculty will make a recommendation about the consequences of the remediation plan (e.g., return to regular student status, initiate academic warning, suspension, dismissal). The student will be notified of this recommendation via an email from the program director and then given an opportunity to provide a written response. The core program faculty will review all materials and vote on the recommended consequence(s). A majority vote of the core program faculty will result in implementing the recommended consequence(s). A student who wishes to contest this decision should consult the "Due process and appeals" subsection.

Nothing in this statement should be construed as contradicting or invalidating the established academic or nonacademic regulations of the university, the School of Education and Human Development, or the requirements for the Ph.D. in clinical psychology. University and

School regulations regarding academic standing and due process are further summarized in this handbook section - “Academic Standing” and “Due Process.”

Due process and appeals

Policies regarding a student’s academic standing and due process mechanisms are described in the University of Virginia Graduate Record. These policies outline due process and appeal rights of the student. These include policies that are university-wide and those policies that are specific to the School (see <http://records.ureg.virginia.edu/index.php> for most recent Record; [PROV-019: Student Academic Suspension Grievance Policy](http://records.ureg.virginia.edu/content.php?catoid=57&navoid=4676#acad_prob_warn); http://records.ureg.virginia.edu/content.php?catoid=57&navoid=4676#acad_prob_warn).

Grade Appeal Policy

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

Grade Changes

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

STUDENT-FACULTY INTERACTIONS

Faculty Advisors

Research and academic advisor(s): Roles and functions

Each student is assigned a faculty advisor by the Program Director prior to the student’s arrival. Often, students receive advisement on both academics and research from a single core faculty member. An *academic advisor* is responsible for advising students on academic and clinical-school experiences. The advisor and students jointly review prior academic and practicum experiences (min. annually) and the academic advisor provides feedback to the student on their progress. The academic advisor and student are responsible for documenting student progress and maintaining student records. Specified course requirements may be modified by the student and advisor with the approval of the faculty. A *research advisor* is responsible for engaging the student in their research lab activities and overseeing their progress on required research products (e.g., predissertation, dissertation). Of note, a student’s research advisor does not have to be the student’s academic advisor. When a student’s research advisor is an affiliated faculty member, then they are also assigned a core faculty member to serve as their academic advisor.

Policy Regarding Student Placement in Advisor Lab

Selection into the program is based in part upon the program's understanding of the research interests of the students. When admitted, students are assigned to a research advisor who will mentor scientific work as well as the lab or center in which they will perform their research activity for 10 hours per week throughout their four years on grounds.

Change of Advisor(s)

In rare cases, a student may request to change academic or research advisors. A student who wishes to change research or academic advisors should:

1. Inform their current research or academic advisor and program director about their desire for a change.
2. If a student wishes to change research advisors, in most situations, these changes will occur at the end of their second year or at the end of their third year of the program (to minimize disruption to a students' pre-dissertation or dissertation). Students must present a viable plan for their proposed research activities. This plan must identify the faculty research advisor who will supervise research activities, describe the intended research activities, and provide evidence that the new research supervisor understands expectations for provision of research mentoring.
3. The program director will discuss the requested change along with possible new advisors with the student.
4. The change will be presented to the faculty for a final decision.

Faculty Availability in the Summer

Some faculty members of the Program are not employed by the University during the summer months; therefore, students who need the services of such faculty members must plan accordingly.

Student Records

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

- Record of Progress: This document is to be updated at least once a semester by the student and advisor. It is the student's responsibility to ensure that the document is complete and up to date.
- Clinical logs: All students will document their clinical experience and supervision by recording it in Time2Track. These forms provide a cumulative total of clinical hours and aid in applying for internships as well as for the Program's accreditation by APA and NASP.
- Annual feedback letters or summaries
- Evaluation forms from practicum settings
- Notices of results of examinations
- General correspondence

Access

Students' main advisement and program record files will be maintained in Bavaro 212. Students will have access to their files in that room only; files may not be removed from the office, except for the purpose of obtaining required signatures.

Student Representative

Each cohort elects a student representative, who attends faculty meetings, serves as a liaison with the program director, and organizes student-centered events. The role of the student rep includes:

- Advocacy for students by providing a forum for general student concerns
- Acting as liaison between students and the faculty of the program
- Attending faculty meetings
- Providing student input into administrative policies and decisions
- Annually administering the Lucile E. Michie Award
- Assistance in orienting incoming students
- Providing social and recreational activities.

Student representatives may bring any issues or concerns to the attention of the program director or program faculty.

Conflict Resolution

Students and faculty members should make every effort to resolve within-program conflicts as directly as possible to avoid miscommunication and encourage immediate problem solving. Accordingly, students should undertake the following steps as part of resolving conflicts with faculty or students in the program:

1. If a student has concerns related to a faculty member, supervisor, or fellow student, they should first make every effort to address those concerns with the person with whom they are having the conflict in a respectful conversation.
2. Students may seek consultation from their advisor, the program director, the Director of Clinical Training, or any member of the faculty. Faculty consulting with students will first explore ways to directly address the concern with the person. We recommend that the student consult with your research/academic advisor first, program director next, followed by the department chair and then SEHD / UVA resources (e.g., EHD Office of Student Affairs; EHD Office of Diversity, Equity & Inclusion; UVA Student Disability Access Center). We suggest starting with people who are more proximal to the program (e.g., research / academic advisors) because these people tend to have more familiarity with program policies and procedures. However, each situation is unique. You may choose to consult with any of these offices at any time.
3. The act of soliciting a consultant or directly addressing a concern with a faculty member or supervisor will in no way jeopardize a student's training status in the program.
4. Any member of the community who is approached by a concerned student, be it a faculty member, supervisor, or fellow student, is encouraged to consider the concerned student's complaint seriously, treat them with fairness and respect, and work collaboratively to resolve the issue.

Formal grievance procedures

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

on academic standing and due process are described in under policy: [PROV-019: Student Academic Grievance Policy](https://uvapolicy.virginia.edu/policy/PROV-019) (<https://uvapolicy.virginia.edu/policy/PROV-019>)

Reporting discrimination or harassment

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

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

University students and employees may make a report through the [University's Just Report It system](#) – a system maintained by the university to report instances of 1) sexual misconduct, 2) bias or discrimination / harassment, 3) hazing, 4) Clery Act Compliance, 5) Interference with speech rights, 6) youth protection, and 7) preventing and addressing threats or acts of violence.

FINANCIAL AID

Application Process

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

Financial aid typically is provided for all students. Application for financial assistance beginning the second year should be made through the Department of Human Services. In addition, students must inform the program director in writing of all financial aid applications they submit and any aid they receive (except for aid administered by the program).

Need-based support

Students who are not dependents of their parents sometimes qualify for need-based work-study and should file for work-study on the FAFSA form. Applications must be made through the university's financial aid office each year. The program makes efforts to provide work-study options, when possible.

Summer Support

Students interested in summer support need to begin looking early and should have alternate plans if support is not forthcoming. As stated previously, no outside clinical work, whether paid or unpaid, is allowed unless approved by the faculty.

Length of Possible Support

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

Student Wage Duties

Students paid a wage as part of their financial-aid packages are required to perform specific duties, which are communicated in a letter.

Registration Requirements

Students must be registered full time to qualify for fellowships during the academic year (minimum of 12 credits each semester of the academic year, and 3 credits over the first three summers). Some loans also have registration requirements that specify the minimum number of registered hours. Students are responsible for obtaining information pertaining to registration requirements for any loans that they receive.

State Residency

To become eligible for in-state tuition, an independent student shall establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of the alleged entitlement, they were domiciled in Virginia and had abandoned any previous domicile, if such existed.

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

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

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

A student who meets the criteria for resident tuition during their course of study in this program is not automatically reclassified to such status, but rather must request such classification. Information regarding Virginia in-state status can be found at <http://www.virginia.edu/provost/vastatus/>.

Sources of Funding for Financial Aid

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

Students receive information regarding the size of their financial assistance when they are admitted and prior to each successive year in the program. If a student is successful in obtaining additional external funding that covers tuition and wages, these funds are considered part of the

student's financial aid, and existing wages from the program may be affected. The extent to which previous levels of funding are combined with new funds are determined on a case-by-case basis in consultation with the student.

Program financial aid is governed by University and School policies that may limit the sources and amount of student support. Furthermore, in some cases student loan amounts may be reduced by the financial aid office in response to increases in program support. The program contracts with agencies in the region for services provided by graduate students. The revenue from these contracts is an important source of funding for doctoral students.

Financial aid commitments made to students will be honored throughout students' enrollment in the program. Sources of funding to meet those commitments may change within or across years. Faculty who are Principal Investigators of externally funded grants or contracts have sole discretion regarding the use of their grant funds to support students enrolled in the program (e.g., as Graduate Research Assistants or as wage workers). This means that if a faculty member decides to discontinue funding a student from a grant on which they are a PI, the program will provide alternative sources of funding for the student to meet the initial financial aid commitment to the student.

Payment for Clinical or Research Activities Beyond Usual Load

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

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

Additional Requirements to Pursue School Psychology Certification

The following additional policies and requirements are applicable to those students who wish to pursue school psychology certification. The training is designed to meet school psychology standards of the National Association of School Psychologists (NASP) as well as those of the Virginia Department of Education. Copies of documents detailing these standards are available from the Program Director, or can be found at the following links:

- http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_Graduate_Preparation.pdf
- http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/2_Credentialing_Standards.pdf.

Our model of training assumes that the school psychologist is a generic psychologist with a special interest in the educational setting and all individuals involved in the educational process. Further, it recognizes that to function adequately in the role of a school psychologist, each student needs to acquire specialized knowledge and experience beyond that expected of other

psychologists. With these assumptions in mind, the faculty has specified course and practicum/internship requirements in addition to basic program requirements.

Matriculation

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

Course Requirements

To be eligible for pursuit of school psychology certification, students must complete coursework in the following areas:

1. Human exceptionalities
2. Professional school psychology (including roles and functions of school psychologists and history of school psychology)

Typically, this content is obtained by:

1. Completing coursework that is part of the program's core curriculum
 - a. EDHS 8750 Psychological Interventions in the Schools
 - b. EDHS 8690 School Psychology Practicum
2. Completing EDIS 5000 Exceptional Learner
3. Other courses may be substituted if the content covers the areas specified above. Students should consult with the Program Director if a substitution is being considered.

School-based internship

To meet the NASP and Virginia Department of Education requirements for school psychology internship, students must complete an internship of at least 1500 hours, with 600 hours being in a school setting. This is typically achieved through a 2-pronged process. First, students complete a 20 hours/week half-time advanced school practice that is equivalent to an EdS-level internship for 39 weeks in a local school system during their 3rd or 4th year (or equivalent thereof; minimum of 600 hours). *In addition*, students then complete a 12-month full time internship during their 5th year in an APA/APPIC approved setting working extensively with children/adolescents (50% or more of the time).

While on half-time internship in the schools, interns work under the supervision of an experienced, credentialed (i.e., licensed by Virginia Department of Education) school psychologist. During the school psychology internship year (or equivalent thereof), students can work with a broad and diverse range of students in both regular and special-education settings. Activities will include assessment, counseling, parent and teacher consultation, and behavior management. The program collects formal evaluations of the intern's performance at least twice during the academic year, which must be based at least in part on a supervisor's direct observation of the intern's practice.

All written work is approved and co-signed by the supervisor. A minimum of one hour per week of supervision is required on site. The school division provides interns with office space, equipment and supplies, clerical support, and access to ongoing professional development opportunities consistent with those provided for full-time professional staff of the division. Interns agree to abide by school-division policies and procedures and to conduct themselves in accordance with the standards of NASP and APA.

For frequently asked questions about school-based internships and advanced school practica, **please see “School Psychology FAQs”** at the end of this document.

Other School Psychology Program Requirements

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

- Students’ program of study must include at least 90 semester hours of graduate credit (with at least 78 hours exclusive of credit from the supervised doctoral internship experience and any terminal doctoral project (e.g., dissertation). When remedial coursework is required, the extra credits are in addition to the 90 hours.
- No courses below the 5000 level will be counted toward the degree. No more than three courses at the 5000-5999 level will be counted.
- All students will complete supervised practica in school settings under the guidance of certified school psychologists during their first year in the program. A weekly practicum seminar at the university will be part of that experience (EDHS 8690). The seminar consists of didactic information about the profession of school psychology, as well as the relationship of school psychologists to other professionals in the school setting.
- Students are required to take the National School Psychology Examination administered by the Educational Testing Service. Students provide an official score report to the Program Director. Students must achieve a passing score (147) in order to receive endorsement for completing school psychology requirements in the program. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service.

School Psychology Certification FAQs

Can I count school practicum hours accrued during first year practicum?

Updated 3/17/23

Yes. Students who are completing their first-year practicum who are engaged in supervised assessment, intervention, or consultative services *can* count these hours in Time2Track. These hours will be included in the APPIC internship application materials. Students who have questions about how to track hours (or whether a specific activity should be counted) should ask the course instructor. If additional clarification is needed, students should ask the DCT.

There are two caveats:

- Students cannot count first-year practicum hours toward the 600 “advanced school practicum” hours required for NCSP certification. For more information, see *What type of practicum experience counts as an advanced school practica?*
- During the first-year school practicum, students are often expected to engage in activities that are strictly shadowing (e.g., observing IEP meetings, observing supervisor feedback sessions). These activities are intended to increase awareness of the professional practice of school psychologists. *These activities should not be counted as APPIC hours.*

Is the first-year school-based practicum equivalent to an school-based internship or an “advanced school practicum”?

Updated 3/17/23

No. The first-year school-based practicum is intended to be an introductory experience for students and not commensurate with what is expected of a graduate student completing their EdS-level internship. For more information about what counts as an advanced school-based practicum, see *“What type of practicum experience counts as an advanced school practica?”*

Note: First-year school-based practicum activities may be able to be logged in Time2Track and count for APPIC hours. For more information, see *Can I count school practicum hours accrued during first year practicum?*

What type of practicum experience counts as a school-based internship or an advanced school practica?

Last updated 3/3/23

To be eligible for the Nationally Certified School Psychologist (NCSP) credential, a student must complete an internship (1,200+ hrs) that includes at least 600 hours in a *school setting* and complete other requirements (coursework, examinations) that are outlined in the handbook.

For graduate students pursuing a doctoral degree, these 600 hours can also be accrued by completing an *advanced school-based practicum*. Advanced school-based practicum hours can be accrued across multiple practicum placements. Based on NASP standards,

there are currently several options for pursuing the 600 school certification hours in our program:

1. 2-day practicum placement in schools during 3rd or 4th year.*
2. 1-day 2nd year practicum placement in schools + 2-day placement in schools during 3rd or 4th year.*
3. 1-day 2nd year practicum placement in schools + 1-day placement in schools 3rd year AND 4th year.*
4. 1-day school placement during 3rd or 4th year + 2-day placement in schools during 3rd or 4th year.*
5. Completing a school-based internship during 5th year regardless of advanced school-based practica completed during training.

*Note: Options 1-4 also require students must complete a full-time internship with at least 50% child/adolescent involvement

A few additional points:

- a. 2nd-year school placement hours DO count, but to meet the “advanced” NASP standard, only $\frac{3}{4}$ of the hours accrued during 2nd-year school placements can count. The thinking is that it takes some time to get your feet on the ground and to get started actually doing training activities that meet the “advanced standard” outlined by NASP. So for example, if you are in the schools 200 hours during 2nd year, 150 of those hours would count towards the 600 required hours.
- b. As of 3/3/23, BRJD, VIA, VTCC and other placements that have non-traditional schools as part of the site do NOT count towards the 600 hours. It is possible that this will change, so please consult with your academic advisor and DCT when making decisions about non-traditional school practicum placements. We will work with those sites to see if it may be possible in the future to structure those practica placements so that at least a portion of time spent at those sites could count, but as they currently exist, the hours do not count towards the 600 needed for school certification.
- c. Other than option 5, choosing any single option above does not guarantee that you will achieve the full 600 hours. There are many factors that determine how many hours students get at any practicum placement in any given year, some of which are unpredictable and out of our program’s control. Regardless of which option is chosen, it will be important for students to connect regularly with the DCT and other program faculty to ensure that they are receiving the full breadth of experience that will best prepare them for a career working in schools.

If you have any questions about past or current placements, please reach out to your advisor first and then DCT for further clarification.

Would [new placement] meet criteria as an advanced school practicum placement?

NASP requires that graduate students complete an EdS-level internship (or advanced doctoral school practicum) that includes at least 600 hours in a school setting. The DCT will determine whether (or not) a practicum placement meets NASP standards as a “school setting”.

When making this determination, there are four questions to consider:

- Does the practicum placement occur in a setting serving K-12 students and has both general and special education services consistent with state/federal educational laws (e.g., IDEA; Section 504 of the Rehabilitation Act)?
- Does the school setting have internal or external pupil services (sometimes called *student affairs* or *student support services* that provide support prevention, intervention, transition, and other services to support access to educational services) unit that includes at least one state-credentialed school psychologist?
- Does the school setting provide a full range of school psychological services (e.g., assessment, intervention, and consultative services)
- Is the practicum student expected to engage in activities consistent with an EdS-level internship (i.e., “advanced” practica activities)?

Answering yes to all four questions likely means the practicum site will meet criteria as an “advanced school practicum”.

Directions for Completing Clinical-School Logs on Time2Track

Time2Track is used as the standard tracking tool for clinical-school hours; the registration fee is provided by the program. Incoming first years will receive a primer from an advanced student during their first semester at the SEHD.

Instructions for New Members:

1. Go to www.time2track.com/signup.
2. Enter your information (make sure you select "University of Virginia - Curry School" from the school list. (If you don't see the option for "Authorization Key" then the school you selected is not correct.)
3. Enter Authorization Key (will be provided in June-August each year).
4. Click "Sign Up With Authorization Key."
5. You will receive a welcome email from Time2Track with instructions on getting started.

Instructions for Existing Members:

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

Using the Program:

As you begin using the database, remember to use the four tabs at the top of the screen (Activities, Clients, Assessments, Reports). Take a few minutes to review the extensive help section and multimedia tutorial at <http://support.time2track.com>.

Adding Clients:

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

Adding Activities:

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

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

Viewing Your Progress:

Some of the greatest aspects of Time2Track are found under the Summary and Reports tab. On this page, you can see a quick overview of your data (Activity Summary), your clients (Demographic Summary), as well as viewing this information in combination (Detailed Summary). You can also view a list of your clinical activities by date (Activity Details); this page can be printed to assist in your submission of clinical logs. Several pages allow you to filter data. You can also see the data organized for easy transfer onto the APPIC application (AAPI View).

Frequently Asked Questions about Time2Track:

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

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

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

You can log that time as supervision of other students.

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

Generally speaking you can log these activities as consultation.

4. How would I log time I spent representing students at faculty meetings or SEHD meetings?

You probably need to make this judgment. It might be consultation if you are presenting information or it might not be "loggable."

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

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

Students who are completing their first-year practicum who are engaged in supervised assessment, intervention, or consultative services can count these hours in Time2Track. These hours will be included in the APPIC internship application materials. Students who have questions about how to track hours (or whether a specific activity should be counted) should ask the course instructor. However, these hours do not count toward the 600 "advanced school-based" hours needed for the school psychology certification (see section on school certification for more information)

6. What counts as a full assessment?

To count on your log, full assessments must include at least two (2) tests and a report.

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

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

Time2Track now interfaces with the APPIC internship applications. This will make life easier for you if you are careful in your entries.

Norm-Setting to Support Work-Life Balance in the Clinical and School Psychology Program

5/24/2022

There is a lot to learn in graduate school, and with that comes many responsibilities and deadlines to juggle; this often means engaging in graduate school tasks beyond what is typical for a 40-hour/week job. However, in the spirit of encouraging and supporting work-life balance, the clinical and school psychology program is committed to providing clear expectations about communication norms, graduate research assistantship commitments, and graduate students' protected time off. It is expected that all faculty and students will support each other in following these guidelines, while acknowledging that each person's week-to-week schedule and 'time-off' may look a little different.

Communication Norms

We are now tethered to electronic forms of communication that are available 24/7. However, all of us need time that is 'ours,' away from expectations to respond to work and school emails/texts/calls. Therefore, program norms around communication are as follows:

- During weekday business hours of 8am-6pm, everyone is expected to respond within 24-48 hours to email communications, even if it is just a brief note to say that a longer response is coming.
- There is no expectation of a response to Communications between 6pm-8am on weekdays and starting at 6pm on Friday through 8am Monday morning. These norms are not intended to discourage anyone from sending emails outside of the 8am-6pm window if that is what they choose – they merely clarify that there is no expectation of a response until the 8am-6pm window. The lone exception to this is in the case of a clinical emergency, in which case everyone should follow SJC guidelines.
- When taking time off, everyone is encouraged to send an automated 'away-from-email' response.

Graduate Research Assistantship Expectations

All students have a 10-hour/week Graduate Research Assistantship (GRA) commitment during the 9-month academic year (in some instances, this GRA can be up to 20 hours when funded by a grant – this would be reflected in a student's annual financial support letter). These GRA hours are tied to student financial support, as well as opportunities for development of research competencies.

Although one week to the next may look different in each lab, all students are expected to average 10 hours/week throughout the Fall and Spring semesters, starting the week before the semester begins and ending the final day of exams (except for protected time off, as noted below). Summer lab engagement and related funding are not guaranteed; however, if available, summer arrangements must be discussed and planned with research advisors before the end of the Spring semester.

Time Off from Work/School

Planning for time off can get complicated, given commitments across contexts including the SJC, community practica, research labs, and courses, so these guidelines are meant to provide clarity around expectations (both for students AND supervisors/faculty advisors). The following lays out standard protected times during the year that students are not expected to engage in graduate school commitments, and then specifies how to handle preparations for time off (including requests outside of these protected periods).

Protected Time

The following times off are protected for ALL students UVA Winter break: two full weeks

- UVA Spring break: one full week (if a school practicum student, then coordinate a plan with supervisor)
- Summer:
 - 1st years: End of Spring semester through July 4th
 - 2nd years: June 15th-July 4th
 - 3rd and 4th years: two full weeks (timing dependent on practicum assignment)

These times and the expectation for time off will be communicated to all practica sites/supervisors, as well as to all faculty advisors, to ensure that everyone is on the same page. Of note, if a student and research advisor reach an agreement about paid work over the summer, then that agreement would supersede these protected times; however, in these cases of paid summer work, it is encouraged that students still have an opportunity for taking up to 2 weeks off between the end of the Spring semester and the start of the Fall semester, if interested.

Procedures for Taking Time Off

For these standard times off, it is still important that students communicate with clinical supervisors and research advisors/teams **at least 2 weeks in advance**, so that plans can be made to ensure continuity of clinical care and/or research project activities. For example, in the SJC this might focus on how to talk with a client about missing a week of treatment, and in a research lab this might focus on temporarily handing a task over to someone else on the team.

Important to note is that these standard times off do not preclude students from requesting and taking additional time away from graduate school commitments. The program recognizes that events/opportunities come up throughout the year, such as weddings, funerals, birthday celebrations, concerts, etc., that might require a long weekend away. We encourage and support students to engage in these activities when they arise! However, it is important to be proactive in communications about this time away, with prioritization of minimizing disruption for graduate school commitments. It is expected that students will request this time off at least 2 weeks in advance. Advisors/supervisors are expected to be open to these requests. However, if the requests are made with less than the 2-week notice, the timing of the request overlaps with a major pre-existing commitment (e.g., suicidal client/IEP meeting

that requires the student clinician's full attention, data collector training that student is responsible for in lab), or a student is behind schedule for a major milestone (e.g., working on an extended deadline for prediss proposal), then approval of these requests is not guaranteed.

Appendix of Forms