2020-21
Virginia Tech
Clinical Science

Awarded 2017 Outstanding Training Program by ABCT

Top Left: Child Study Center (Dr. Ollendick and Dr. Breaux with graduate students)
Top Right: Psychological Services Center
Bottom Left: VT Mobile Autism Clinic
Bottom Right: Williams Hall – Department of Psychology

Department of Psychology

Ph.D. Program

Clinical Science Area

Overview and Purpose

The Clinical Science area in the Department of Psychology's Ph.D. program at Virginia Tech is based on the clinical science model of training. Clinical science is defined as a set of processes and methods directed at the promotion of human adaptive functioning; at the assessment, understanding, amelioration, and prevention of human problems in behavior, affect, cognition, and health; and at the application of knowledge in ways consistent with scientific evidence. Our program's emphasis on the term science underscores its commitment to empirical approaches to evaluating the validity and utility of testable hypotheses and to advancing knowledge by this method. We seek to develop individuals who are committed to careers in basic, applied, and translational research, and in evidence-based approaches to administration, service delivery, implementation, dissemination, and evaluation. Our program is most suited to students who are interested in pursuing science-, research-, or academic-related careers. We are especially proud to be selected to receive the *Association of Behavioral and Cognitive Therapies (ABCT) 2017 Outstanding Training Program Award!!*

Given the wide range of options and resources at Virginia Tech, students in our program are encouraged to explore a broad spectrum of clinical research fields, while still maintaining a focus on one primary research area, which is usually related to the work of the student's advisor. The breadth of faculty interests and expertise in research permits students to create a program of study tailored to their particular scholarly interests. In like fashion, the philosophy behind our clinical practice training is to provide students with wide exposure to different problems and populations to develop broad competencies. A diversity of practicum and internship settings is encouraged, going beyond our training clinic to community mental health centers, general hospitals, psychiatric hospitals, specialized clinics, and schools.

It is normally expected that students will spend nearly all of their training time (at least three years) in residence and will complete all program requirements and acquire requisite scholarly and clinical skills in a timely fashion. The majority of students complete their academic work during the first five years and complete their internship in their sixth year.

If you have any questions any aspect of our program, please feel free to contact the Director of Clinical Training - Dr. Angela Scarpa, at ascarpa@vt.edu or 540-231-2615.

Accreditation

We are dedicated to rigorous, objective, and empirically based self-studies and independent reviews that result in the evaluation, confirmation, and recognition of our program maintaining the highest standards in the education and training of clinical psychologists. To this end, we have committed ourselves to periodic reviews and evaluations by nationally recognized bodies of accreditation.

We have been accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA) since April 17, 1980. Our most recent accreditation was in 2014 and our next site visit is scheduled for 2021. APA's accreditation process is intended to recognize and promote consistent quality and excellence in education and training in health service psychology. We earned accreditation for an additional 7 years, the maximum allowed at the time of the 2014 accreditation, based on the CoA's professional judgment that we had compliance or substantial compliance with all domains of the Guidelines and Principles for Accreditation with no serious deficiencies. For any question related to the program's APA accredited status you can contact the APA Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE Washington CD 2002, Phone: (202) 336-5979; Email: apaccred@apa.org; Web: www.apa.org/ed/accreditation.

We have been accredited by the Psychological Clinical Science Accreditation System (PCSAS) since May 21, 2015. Our next site visit is scheduled for 2025. PCSAS is an independent, non-profit body incorporated to provide rigorous, objective, and empirically based accreditation of Ph.D. programs in psychological clinical science. PCSAS's accreditation process is intended to recognize and promote clinical science programs that embody the highest training standards and that graduate clinical scientists who advance our understanding and management of behavioral and mental health problems through their research and application. We earned PCSAS accreditation by demonstrating a strong and consistent record of producing graduates with successful clinical science careers. This accreditation positions Virginia Tech as one of the leaders in general STEM education. If you have any questions related to the program's PCSAS accreditation status you can contact the Psychological Clinical Science Accreditation System, Alan Kraut, Executive Director, 1800 Massachusetts Ave NW, Suite 402, Washington, DC, 20036-1218; Phone: 301-455-8046; E-mail: akraut@pcsas.org; Website: http://www.pcsas.org.

Membership

The Clinical Science program has been a member of the Academy of Psychological Clinical Science Programs (APCS) since 2001. APCS is a coalition of doctoral and internship training programs that share a common goal of producing and applying scientific knowledge to the assessment, understanding, and amelioration of human problems.

We are a member of the [Clinical Child and Pediatric Psychology Training Council](#) (CCaPPTC). The purpose of CCaPPTC is promote the advancement of graduate education and training within the fields of clinical child and adolescent psychology. CCaPPTC member programs are involved in the education and training of psychologists who work with children, adolescents, and families for a variety of mental health issues with evidence-based and competencies oriented approaches, and that include establishing the scientific bases and applications in the service delivery of health service psychology.

We are a member of the [Council of University Directors of Clinical Psychology](#) (CUDCP). The purpose of CUDCP is to promote the advancement of graduate education in Clinical Psychology that produces psychologists who are educated and trained to generate and integrate scientific and professional knowledge and skills to further psychological science, the professional practice of psychology, and human welfare.

Equal Opportunity/Affirmative Action Statement, Notice of Nondiscrimination, and Diversity Values

Virginia Tech does not discriminate against employees, students, or applicants on the basis of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, veteran status, or any other basis protected by law. We stand firmly against racism and discrimination.

The Clinical Science program is committed to creating a training environment that is respectful of all individuals, regardless of individual background or circumstances, and is committed to training students to be knowledgeable and respectful of all aspects of human diversity. Our program encourages applications from individuals who represent diversity in race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation.

***VT was named as one of 14 Diversity Champion colleges and universities in 2019 by INSIGHT Into Diversity. This is the fourth consecutive year that the university has received the champion recognition from INSIGHT Into Diversity, which is the largest and oldest diversity and inclusion publication in higher education. https://www.insightintodiversity.com/diversity-champions/; http://www.insightintodiversity.com/virginia-tech-fulfills-mission-through-service-to-community/

*** The Department of Psychology offers a Diversity & Inclusion Discussion Series and Certificate. More information can be found at https://diversity.psyc.vt.edu/ .

Virginia Tech and Town of Blacksburg

Virginia Polytechnic Institute and State University, typically referred to as Virginia Tech, is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life. Virginia Tech has more than 29,000 undergraduate students, about 6,800 graduate students, and more than 2,000 instructional faculty members and researchers. Virginia Tech's fully computerized library contains more than 2.3 million volumes and numerous electronic databases.

The Town of Blacksburg is nestled on a plateau between the Blue Ridge and Allegheny mountains and is home to about 42,000 local residents. Blacksburg is considered small by most standards, but because of the town's award-winning services, reasonable cost of living, safety, moderate climate, air quality, diversity, and abundant leisure activities, Blacksburg is consistently ranked among the country's best places to live and has earned a reputation nationwide as a well-managed, stable, and forward-looking community.

- Blacksburg has been ranked among the nation's best places to live by Blue Ridge Country. Magazine, Men's Journal, 50 Best Small Southern Towns, and The Sporting News.
- Southern Living named Blacksburg as the Reader's Choice Winner for best college town of the South.
- The national real estate blog Movoto.com ranked the Town of Blacksburg No. 4 on a list of the "[10 Happiest Small Places in America](#)."
- Outside Magazine ranked Blacksburg a top-10 "dream town" for outdoors enthusiasts because of its proximity to the Appalachian Trail and the Washington-Jefferson National Forest.
- Blacksburg is one of the most "wired" communities on the planet.
- Princeton Review ranks Virginia Tech as a top school for "best quality of life."
- Virginia Tech was ranked No. 9 on a list of "[The Top 25 Universities to Work For in 2014](#)," by Glassdoor.com.

Department of Psychology

The Department of Psychology is home to more than 35 faculty members, 12 staff, 70 graduate students, and 850 undergraduate majors. We offer doctoral areas of training in Clinical Science, Developmental Science, Industrial/Organizational Psychology, and Biological Psychology. Our faculty and students are actively engaged in collaborative basic and applied research that is

advancing knowledge in a variety of areas of psychology and health related behavior. Of note, the Department of Psychology earned *Exemplary Department* status based in part on the outreach efforts of the clinical training clinics and centers that serve as the basis of our clinical science training.

Facilities and Resources

Williams Hall is the on-campus home of the Department of Psychology, housing faculty and student offices, research labs, and classrooms. Williams Hall is entirely dedicated to the psychology department and is located on the prestigious VT Drillfield. In addition, the program's near- or off-campus Psychological Services Center, Child Study Center, Virginia Tech Autism Clinic & Center for Autism Research, and Clinical Science Suite facilities provide ample opportunity and functional space for practicum and research training and offer direct clinical services to children, adults, and families of our community. The new Mobile Autism Clinic also offers training opportunities to offer services to remote rural locations in Southwest Virginia.

The Department of Psychology also maintains a computer lab with a number of workstations for technology-assisted teaching and research with neurophysiological and cognitive experimental software, statistical analysis software, and data management programs. The dedicated-research computer laboratory includes computer workstations with capabilities for running a variety of customized research software.

Additionally, the closely affiliated Virginia Tech Fralin Biomedical Research Institute (formerly Carilion Research Institute) in Roanoke has as its mission to make major scientific advances in understanding and addressing the fundamental processes of human health with development of new approaches to diagnosis, treatment, and prevention.

Overview of Program Requirements

The Clinical Science program emphasizes a basic core structure of training but also has flexibility to individualize the program to meet the student's academic and professional goals. First, students must successfully complete a set of courses that must meet several departmental, area, and accrediting bodies (APA, PCSAS) requirements. The student's plan of study is individually established in consultation with their adviser. Second, students must successfully propose, conduct, and defend a master's thesis, a preliminary examination, and a doctoral dissertation. Third, students must successfully complete a sequential, cumulative, and graded in complexity sequence of clinical practice training including courses, practicum, and a year-long internship. And fourth, in terms of flexibility, students can choose from course options to meet core and depth requirements, participate in additional research beyond the required projects, and create additional practicum experiences.

The program is designed as a five-year, full-time post-baccalaureate program, with admission in the fall semester, although most students complete their academic work during the first five years and complete their internship in their sixth year. This includes four to five years of program coursework, practica, and research, with a one-year off-site pre-doctoral internship. The program requires that each of its students complete at least three full-time academic years of graduate study in residence at Virginia Tech and the successful completion of an internship prior to awarding the doctoral degree.

Course Work

One of our program's goals is to produce graduates with broad and general training in the science of psychology, such that their research integrates science and practice. To this end, students complete a range of core courses in the department and the clinical program. In addition, students pursue elective courses in their area of emphasis both within the department and outside the department. Course requirements include three courses in research methods and statistics (departmental core requirement); one course each in adult psychopathology/intervention, child psychopathology/intervention, and ethics (clinical core requirement); a two semester course sequence in psychological assessment (clinical core requirement); at least four semesters of clinical practicum plus an external practicum placement (clinical practice requirement); one course in each of the core areas of psychology which are biological, cognitive-affective, social, and developmental (clinical breadth requirement); and at least three courses related to the student's area of emphasis (department depth requirement). Currently, history and systems, and individual and cultural diversity, are infused throughout the program's and department's courses.

A sample course outline plan based on the requirements described above is shown below. Your actual plan will depend on a number of factors including your interests and career plans, plan of courses, availability of courses, and your progress through the program.

Year 1

Fall	Spring
PSYC 5315 – Research Methods I	STAT 5241G - Regression
PSYC 5284 – Psychopathology (Adult)	PSYC 6264 – Psychopathology (Child)
PSYC 6254 – Psychological Assessment I	PSYC 6254 – Psychological Assessment II
PSYC 5994 – Research and Thesis	PSYC 5995 – Research and Thesis

Year 2

Fall	Spring
Core/Breadth/Depth Requirement	PSYC 6254 Ethics
Core/Breadth/Depth Requirement	Core/Breadth/Depth Requirement
PSYC 5965 - Clinical Practicum	PSYC 5966 – Clinical Practicum

PSYC 5994 – Research and Thesis   PSYC 5995 – Research and Thesis

Year 3

Fall   **Spring**
Core/Breadth/Depth Requirement   Core/Breadth/Depth Requirement
Core/Breadth/Depth Requirement   Core/Breadth/Depth Requirement
PSYC 6965- Clinical Practicum (Externship)   PSYC 6966 – Clinical Practicum (Externship)
PSYC 7994 – Research and Dissertation   PSYC 7995 – Research and Dissertation

Year 4

Fall   **Spring**
PSYC 6965 - Clinical Practicum   PSYC 6966 – Clinical Practicum
PSYC 7994 – Research and Dissertation   PSYC 7995 – Research and Dissertation

Research Training

The Clinical Science program views research as an integral aspect of graduate training and a key focus and strength of our program. Although the program admits only persons who expect to receive a Ph.D., each student who enters at the bachelor's degree level is expected to complete an empirical master's project while in progress toward the doctoral dissertation. Students may conduct research under the supervision of either clinical or non-clinical faculty. In addition to the master's thesis and dissertation, clinical students are expected to be involved in the research activity under the direction of a faculty member during each semester in residence. Students will be expected to demonstrate initiative in doing research. Most of the clinical and experimental faculty have research teams. These research teams are usually centered on the interests of the faculty member or members. Students select a research team (or teams) that best match their research and career interests. The faculty member who directs the research team will usually function as the student's advisor for the master's project and dissertation research.

During the first year, students are assigned to a faculty research advisor who will assist in research opportunities. Prior to the completion of 12 semester hours, students are required to form a faculty member advisory Master's thesis committee. This committee will help the student formulate a research project that culminates in the award of the M.S. degree. Completion of a Master's thesis research project is required prior to being admitted to the doctoral program, typically in the student's third year.

Upon entry into the doctoral program, the student must form the faculty advisory committee responsible for guiding their preliminary examination. The preliminary examination advisory committee need not be composed of the same faculty members who were involved in the M.S.

thesis committee. By the time the student is ready to begin work on their preliminary examination, it is expected that they will have some definite ideas regarding their research and scholarly interests and will have obtained the support of a faculty member who shares the same research and scholarly interests. The preliminary examination typically consists of a review in the form of a conceptual, systematic, quantitative, or grant-proposal document in the student's major area of interest and be of publishable quality.

Before completing 12 hours of coursework beyond the Master's degree, the student must form the faculty advisory committee responsible for guiding their doctoral dissertation research. The doctoral advisory committee need not be composed of the same faculty members who were involved in the M.S. thesis committee and/or preliminary examination committee. The student must successfully propose the dissertation prospectus before applying for pre-doctoral internship placement; the student should be able to complete all data collection prior to going on the internship.

A number of different research facilities provide opportunities for a wide range of basic and applied clinical research. These include the following: the CALMER (Coping skills And Learning to Manage Emotions Readily) Lab (Breaux); Community Autism Resilience Emotion and Stress Lab (CARES Lab; McDonnell); Transdiagnostic Approaches to Psychopathology and Personality (TRAPP) Lab (Stanton); Addictions Research Lab (Stephens); the Behavioral Neuroscience Laboratory (Harrison); the Child Study Center (Ollendick; Breaux); the Integration of Science and Practice Lab (Cooper); the Virginia Tech Autism Clinic & Center for Autism Research (Scarpa); the Psychosocial Adjustment, NeuroDevelopment, and Autism Lab (Scarpa); the Stress Coping Lab (Jones); the ScanLab (Richey); and the Fralin Biomedical Research Institute (Chiu, King-Casas, Bickel).

These experiences will develop the necessary procedural and conceptual skills used in designing and executing research. The ultimate goal is to attain the ability to conduct research in an independent and confident manner. As a research-oriented program, we have the firm expectation that students will consistently present and publish their work, along with pursuing external funding for their research. Different standards of research productivity pertain to different years in the program. Students are authors on research publications by the time they receive their Ph.D.'s from Virginia Tech, making them competitive for post-doctoral work.

Clinical Practice Training

The Clinical Science faculty believes that clinical scientists should also be competent practitioners if they are to develop a complete understanding of clinical phenomena and the transfer of scientific knowledge to clinical practice. We therefore emphasize the development of strong clinical skills as an essential part of training. The Director of Clinical Training (DCT) is

responsible for all aspects of clinical training including courses, practicum, and internship. The DCT's primary mission is to ensure that each student receives a variety of supervised training experiences through which the student develops a high level of competency across multiple domains of clinical skills.

The majority of the faculty has a cognitive-behavioral, evidence-based approach to assessment and treatment, and the program is geared to students who wish to receive this type of training. There also are opportunities for students who may wish to supplement training in cognitive behavior therapy (CBT) with courses and supervised experiences in other approaches (e.g., family systems). The goals and objectives of clinical practicum training are development of entry level competence in professional conduct; theories and methods of assessment, diagnosis, case formulation, and effective intervention of dysfunctional behavior or psychopathology; evaluation of the effectiveness of interventions and measurement-based care; ethics and legal conduct; theories and methods of supervision and consultation; and cultural and individual diversity relevant to clinical practice.

Our practicum sequence proceeds from basic to advanced skills and from general clinical skills to specific assessment approaches and psychological interventions. In your first year, you will take coursework on adult psychopathology and intervention, child psychopathology and intervention, and on psychological clinical assessment. These courses have practicum-like or practicum-ready components to learn associated practical skills through observation, role-playing, and simulated client interviewing, and assessment, diagnostic and case conceptualization readings, exercises, and assignments. In your first summer (optional) and second year, you will begin your practicum experience in the Psychological Services Center (PSC), our in-house training clinic. Throughout your summer and second year practicum, you will be closely supervised by a faculty member and an advanced practicum student. The practicum experiences themselves are graded in complexity, as students move from didactics, role-playing, observation of advanced students, and/or co-therapy to one highly supervised case with a client, and then to multiple assessment and/or treatment cases. A third level of professional functioning is assumed with an external practicum placement, or "externship." The externship involves placement at a community setting (inpatient or outpatient), local hospital, school, health organization, or a nationally recognized clinic, center, or hospital. Additionally, you will take a professional ethics course to learn APA's Ethics Code and legal standards, along with learning how your own values and moral principles interact with the application of law and ethics within the context of direct and shared clinical experiences. Advanced students then return to the PSC in their fourth year to obtain additional assessment and intervention training experiences and to function more independently in their final year. You will also obtain some beginning supervisory experiences working with second year practicum students. For every practicum experience, the student receives a written evaluation with verbal feedback based on

a set of clinical competencies that are observable, measurable, derived by experts, and can be enhanced through training and development. Finally, you will be approved for, apply to, obtain, and successfully complete an APA-approved internship (or faculty approved equivalent) as your capstone experience in professional pre-doctoral training.

Over the past years, students have had at least 1500 total hours of supervised clinical experience gathered within our required training sequence and taking advantage of available opportunities for additional training. Opportunities to conduct additional clinical training include working within one of the program's specialty clinics or centers including the Adult Assessment Clinic, Child Assessment Clinic, Child Study Center, and Autism Clinic/Center. Our primary goal is not the mere accumulation of hours but that students acquire a high level of competence in the basic areas of clinical practice necessary for an excellent internship and a career path in the clinical sciences.

The capstone practicum experience is provided by a one-year pre-doctoral Internship at an APA-accredited or APPIC-approved setting, or its equivalent. Each student is required to complete this internship experience to earn the Ph.D. degree in the clinical program. Graduates of our program typically attend prestigious internships around the country. The DCT provides direction and guidance throughout the internship application process, and is responsible for the verification of the experiences, qualifications, and skills development necessary for internship. As such, it is the goal of our program, and the responsibility of the DCT, that practicum training prepares our students to match well with and be prepared for compatible internship sites and for successful careers as a clinical scientist.

Training Standards and Evaluation

Every student will receive an explicit set of standards and guidelines representing acceptable criteria for progress for each year in the program. Through a collaboration of the student, the advisor and the entire clinical faculty, students are carefully evaluated each year for their progress to degree; academic, research, and clinical performance; and professional progress and development in light of these criteria.

The culmination of this evaluation is the yearly Student Activities Report (SAR). Besides ratings, the student receives narrative feedback about their progress. We also see the SAR as a planning document to help students carefully develop their career plans. Thus, we see evaluation as informative and constructive, as well as a necessary, important, and valuable process of our profession (e.g., journal submissions, grant submissions, annual reviews, promotion, etc.).

Graduate Student Admissions, Outcomes, and Other Data

We want to provide potential graduate students, current students, and the public with accurate information on our program and on program expectations using the most up-to-date data on education and training outcomes; including admissions data, time to completion, program costs, internship placement, attrition, and licensure. The link to these data is located on our website at https://support.psyc.vt.edu/grads/program/clinical-science/student-admissions-outcomes-and-other-data, which are updated annually. Hopefully these data allow applicants to make informed decisions about entering our program.

Educational Requirements for Licensure

While our program provides most coursework consistent with the educational requirement for licensure in Virginia, such requirements can change at any time and we are not able to confirm the licensing requirements of other states. To assist you, our website contains a state-by-state listing of our recent understanding of educational requirements based largely on the annual review by ASPPB to give you a general idea of how well VT fits with the educational requirements of each state (https://support.psyc.vt.edu/grads/program/clinical-science/curriculum-overview). All states also have other requirements beyond the educational requirements. You should directly check the web sites of the State Licensing Board you are interested in for the most accurate and up to date information on educational and other requirements for licensure as there is no guarantee that our summary or ASPPB's is entirely accurate and up to date. You are encouraged to review current state licensing requirements, and can do so at https://www.asppb.net/page/psybook. Virginia Tech's disclosure on professional licensure can be found at https://vtonline.vt.edu/State-Authorizations-SARA.html. You may also contact the DCT at ascarpa@vt.edu for assistance in answering questions about licensure.

Undergraduate Preparation

The Clinical Science area presumes a background in psychology equivalent to our undergraduate major. This includes courses in psychopathology, personality, research methods, and statistics. Courses in physiological psychology, biopsychology, or neuropsychology are also highly recommended for students who wish to pursue a neuropsychological emphasis in their training. Entering students lacking relevant background courses may be required to gain these competencies through additional course work.

How We Select Students

The entire "getting into our program" process includes four steps or phases: (a) receiving and reviewing applications; (b) selecting applicants for an interview (either in person, over the phone, or electronic video conferencing); (c) selecting, approving, and ranking of applicants for

offers for admission; and (d) the applicants' acceptances (or rejections) of our offers of admissions until we have filled our allotted slots of admission. Recruiting a diverse pool of talented individuals to pursue a graduate degree in clinical science is a very important function shared by the faculty, current graduate students, and the Graduate School. The faculty prides itself on taking considerable time and effort for identifying and choosing outstanding students for the program. We subscribe to a model of holistic admissions, namely using criteria beyond the numbers of GPA and GREs to identify a well-qualified pool of candidates. Our program considers a number of variables, including undergraduate grade point average (GPA), GRE scores, letters of reference, and a personal statement from prospective students when making admissions decisions. There are no strict cutoffs for acceptable grade point averages (GPAs) or GRE scores, but competitive applicants typically have GPAs above 3.2 and GRE Verbal and Quantitative scores that each are at or above the 60th percentile. Research experience and "fit" with faculty and program research are strongly considered by our doctoral program when making admissions decisions. Additional characteristics taken into account are the applicant's knowledge, skills, and abilities including leadership, community engagement, integrity, ability to overcome barriers, quality of writing, and work experience.

Students are admitted only in the fall semester of each academic year and are expected to attend full-time. Applicants with either Bachelors or more advanced degrees are welcome. Applicants should have sufficient preparation in psychology at the undergraduate level. This typically includes completion or near completion of the requirements for the undergraduate major in psychology at the time of application, though it is possible that some applicants will have sufficient coursework in psychology and have completed a different major. All admissions are for the doctoral programs leading to the PhD. We do not offer terminal MS programs, although students earn an MS en route to the Ph.D.

Application

The application procedure involves the following process, information, and documents, and all application materials must be received by **December 1**st.

- Application: Complete the online application at the Graduate School Website, http://graduateschool.vt.edu/applying, and pay the application fee. Only online applications will be considered.
- Personal Statement and Diversity/Inclusion Statement: Upload a personal statement and diversity statement describing your reasons for interest in our program; your educational, research, and clinical training and experiences; the name(s) of one to three faculty members that you are interested in working with along with the reasons why; and your diversity philosophy.

- Official Transcript(s). Upload a scanned version of an official transcript(s) from all post-secondary schools attended.
- Letters of Recommendation. Our program requires at least three (3) letters of recommendation in your application package. Have your letter writers submit their letters online following the instructions on the Graduate School web page. Please indicate in your online application's cover letter or your resume/CV the names of the referees who are submitting letters for you online.
- GRE Scores: Have official GRE scores reported directly to Virginia Tech. The ETS Institution Code is **5859**. Only Verbal and Quantitative scores are required. We also recommend that you send directly to the Department of Psychology a copy of your official GRE scores, as a safeguard to relying on ETS to send your scores. The Psychology subject test is not required.
- TOEFL Scores-International Students Only: TOEFL (Test of English as a Foreign Language) scores are required of all international students whose first language is not English, except those applicants who have graduated from an accredited university where English is the language of instruction. To have the TOEFL requirement waived, the degree must be awarded. See http://graduateschool.vt.edu/applying/requirements for additional information on the TOEFL requirement.
- Scholarly Work Samples-Optional: Copies of theses, paper presentations, publications or other evidence of scholarly or professional work can be uploaded with your application. If unable to upload, these documents can be directly sent to the Department of Psychology.

Selection for Interview

We follow a mentoring model of selection in which individual faculty choose finalists from a pool of applicants as they become complete, and with most reviews occurring before the end of the fall semester. Each application is read by the preferred faculty advisor (as indicated in personal letter or application). We look especially for compatibility between individual faculty interests and the research interests and actual research experience of individual students. Given this process, it is very important that a preferred advisor, or advisors, is clearly stated within the personal letter or application. It is to one's advantage to complete the application as early as possible, but certainly by the Dec. 1st deadline.

All preferred applicant packages selected by faculty advisors are sent to the Director of Clinical Training (DCT) for approval to interview. The DCT's approval for interview is based on a review

of the applicant's grades, scores, interests, skills, and experiences within a broader context of available admission and interview slots, funding, faculty needs, and faculty advisor-student ratio. If approved, the faculty advisor will contact the applicant directly to set up an interview. We conduct interviews of prospective candidates in early February. We typically invite twice as many applicants for interviews than there are available slots. Interviews may also be conducted via phone or electronic video conferencing if there is a conflict with our interview day (e.g., the candidate already committed to another program's interview day), traveling to campus represents a hardship, or the candidate was identified and approved subsequent to our interview day. We are in the process of considering all online interviews for this cycle, due to the COVID-19 pandemic and will announce details as they become available.

Selection for Offer of Admission

If following the interview process an applicant is nominated for an offer of admission by a faculty advisor, the request is sent forward for approval from the Director of Graduate Programs. Approval for an admission offer is based upon the candidate meeting all of the required graduate school, departmental program, and clinical area requirements, and the number of and order of admission slots for the department, clinical science area, and faculty advisor. The actual number of and order of offers of admissions slots is determined by the Department Chair, in consultation with the DCT. If an applicant is approved for an offer of admission by the Department Chair, the individual faculty member will contact the applicant directly to alert her/him that an official offer letter of admission from the Department Chair will be forthcoming, or notify the applicant of their status (e.g., wait list).

Students no longer being considered for an offer of admission will be notified as soon as possible. In some cases, this information is communicated by the Graduate School and can take several weeks to be processed. In some cases, you may be able to get updated information on the status of the application process (e.g., whether all interview invites have been extended; whether all offers have been extended), by contacting the DCT. Beware of information posted on student-focused online forums that may be inaccurate or incomplete.

Acceptance of Offer of Admission

For acceptances of offers before April 15th, the Clinical Science area subscribes to the following guidelines and recommendations:

- Offers of admission can be extended during a large time period. Most initial offers of admission are extended by March 15. Offers may be communicated by phone or email, but will be followed up by a written confirmation within 48 hours.

- You should not feel pressured, nor feel compelled to accept an offer of admission before April 15. This applies to offers of admission and to funding offers that accompany admission. Of course, it is permissible for you to accept an offer as soon as you are certain of your decision (i.e., even before April 15).
- Please do not hold more than two offers for more than one week unless there is specific information (e.g., a visit is scheduled, funding decisions) you are waiting to receive. Difficulty making up one's mind is not considered as adequate excuse to limit the options available to other applicants.
- Once you have accepted an offer of admission to a training program, you should inform all programs in which you are still being considered. Be sure to inform programs either that you are declining outstanding offers of admission or you no longer wish to be considered for admission.
- For more information on the acceptance of offer process, you can access the following nationally recommended policy:
  http://www.cudcp.us/files/CUDCP%20grad%20offers%20policy_Revised2013.pdf

THANK YOU FOR CONSIDERING OUR PROGRAM! All questions can be directed to the Director of Clinical Training, Dr. Angela Scarpa, at ascarpa@vt.edu.