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, dissemination, and evaluation. Students whose primary career goal is the direct practice of psychology would be more satisfied in a different training program.

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 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. Lee Cooper, at ldcooper@vt.edu or 540-231-7709.
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 the 7 years decision, the maximum 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: apaccréd@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. If you have any questions related to the program’s PCSAS accreditation status you can contact the Psychological Clinical Science Accreditation System, Richard M. McFall, Executive Director, 1101 East Tenth Street, IU Psychology Building, Bloomington, IN 47205-7007; Phone: (812) 856-2570; E-mail: rmmcfall@pcsas.org; Web: http://www.pcsas.org.

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. For inquiries regarding non-discrimination policies, contact the executive director for Equity and Access at 540-231-8771.

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.

**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 23,700 undergraduate students, about 6,800 graduate students, and more than 3,300 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.
- 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 “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 30 faculty, 6 staff, 70 graduate students, and 900 undergraduate majors. We offer doctoral areas of concentration in Clinical Science, Developmental Science, Industrial/Organizational Psychology, and Neuroscience 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 has earned Exemplary Department status in recognition of its high quality teaching and learning environments for students and faculty.

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, and Clinical Science Suite facilities provide the foundation for practicum and research training and offer direct clinical services to children, adults, and families of our community.

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 Carilion Research Institute (VTCRI) 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 (e.g., APA) 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.

**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, psychological assessment, and ethics (clinical core requirement); at least six semesters of clinical practicum plus an external practicum placement (clinical practice requirement); one course in each of the following core areas of psychology; biological, cognitive-affective, social, and development (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.

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Page 6 of 15
Core/Breadth/Depth Requirement
PSYC 6965 - Clinical Practicum (Externship)
PSYC 7994 – Research and Dissertation

Year 4

Fall
PSYC 6965 - Clinical Practicum
PSYC 7994 – Research and Dissertation

Spring
PSYC 6966 – Clinical Practicum
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 experimental 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
conceptual, 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 defend 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 Addictions Research Lab (Stephens); the Behavioral Neuroscience Laboratory (Harrison); the Center for Research in Health Behavior (Winett); the Child Study Center (Ollendick and Susan White); the Cognition, Emotion, and Self-Regulation Lab-CEaSR (Brad White); the Psychological Services Center (Cooper); the Psychosocial Interventions Lab (Susan White); the VirginiaTech Autism Center (Scarpa and Susan White); the Virginia Tech Center for Autism Research (Scarpa); the Stress Coping Lab (Jones); the ScanLab (Richey); the Clinical Science Suite (Richey, Brad White); and the VirginiaTech-Carilion 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 Director’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 whose interests are more eclectic and who may 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; ethics and legal conduct; theories and methods of supervision and consultation; and cultural and individual and cultural diversity relevant to clinical practice.

Practicum training begins in the first semester of the first year and continues through the student’s program of study. Students enroll in clinical practicum (PSYC 5965, 5966, 6965, 6966) each semester of their residence. 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. The first two years of practicum take place at our department’s community clinic, the Psychological Services Center (PSC). The PSC utilizes a vertical team approach which consists of one qualified faculty supervisor, one or two first year students, several second year students, and one or two fourth year students.

In first year practicum, the faculty supervisor and advanced students help to gradually and systematically prepare first year students to interview, assess, and treat a real client by the end of the first semester and see possibly two clients in the second semester. First year students then have the option to continue beyond the academic year into a summer practicum that provides additional training and supervision in basic interviewing, assessment, and treatment skills.

In the student’s second year they are typically supervised by their mentor or placed on a team focused on their primary area of clinical interest, and their caseload increases to three to five clients. Throughout these first two years of initial training there is a primary emphasis and focus on evidence-based models, techniques, assessment, treatments, and evaluation of treatment effectiveness.

In the student’s third year, practicum is commonly referred to as “externship” and is conducted at an external local, regional, or out-of-state center, facility, or agency. The purpose of this external practicum is to have a supervised practicum experience outside of the PSC that is complementary and/or consistent with one’s career goals. This is arranged by the student in collaboration with their chosen site, and a student can have multiple external practicum placements throughout their third year of study (and beyond). The DCT is responsible and
available for guidance and consultation throughout the externship experience. A sample of recent external practicum settings includes:

- Veterans Administration Medical Center, Salem VA
- Carilion Roanoke Memorial Hospital, Roanoke VA
- Duke University Medical Center, Durham NC
- Children's Hospital of Philadelphia, Philadelphia, PA
- Western Psychiatric Institute and Clinic, Pittsburgh, PA

The student’s fourth year is typically conducted back at the PSC and usually consists of some combination of seeing clients and peer supervision. The agreed upon arrangement of activities is developed between the student and faculty supervisor in the context of student’s areas of needed experience and training. A student may conduct their fourth year practicum experience at a different site given it is consistent with the program’s training requirements and the student’s career goals, and is approved by the DCT.

Over the past years, students have had an average of 2000 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 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 including professional conduct, interviewing, assessment, case formulation, treatment and intervention, ethics, cultural diversity, individual differences, consultation and supervision 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. A sample of recent Internship settings includes:

- Alpert Medical School of Brown University
- Western Psychiatric Institute and Clinic
- Children’s Hospital of Philadelphia
- University of Colorado School of Medicine
Training Standards and Evaluation

Every student will receive an explicit set of standards and guidelines representing outstanding and 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. These data are located on our website at http://www.psyc.vt.edu/graduate/clinical, and are updated annually. Hopefully these data allow applicants to make informed decisions about entering our program.

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 of (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. Our faculty prides itself on taking considerable time and effort for choosing outstanding students for the program. Therefore, we see our job as helping all students succeed in the program. We have few dropouts and most students accepted into the program will receive their Ph.D. Our program considers undergraduate grade point average (GPA), GRE scores, letters of reference, and a personal statement from prospective students when making admissions decisions. In addition, research experience and "fit" with faculty and program research are also considered by our doctoral program when making admissions decisions. Other characteristics taken into account are the quality of a prospective student's writing samples, the degree of difficulty in undergraduate course selection, work experience, phone and personal interviews, the reputation of the undergraduate institution, and diversity.

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 Ph.D. We do not offer terminal MS programs, although students earn an MS en route to the Ph.D.

Admission to the clinical program is competitive and based on the following:

- Quality of the applicant's academic record (official transcripts)
- Undergraduate preparation in psychology
- Three letters of recommendation from former professors or supervisors
- Scores on the Graduate Record Examination (verbal and quantitative)
- Personal statement

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. Other scholarly accomplishments, particularly research experience, are desirable and may offset lower GPAs or GRE scores.

Application

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

- **Application**: Complete the online application at the Graduate School Website, [http://graduateschool.vt.edu/applying](http://graduateschool.vt.edu/applying), and pay the application fee. Only online
applications will be considered. Notify the Director of Graduate Programs at jdunsmor@vt.edu if do not have internet access to the online application system.

- **Personal Statement:** Upload a personal statement or cover letter describing your reasons for interest in our program; your educational, research, and clinical training and experiences; and provide the name(s) of one to three faculty members that you are interested in working with along with the reasons why.

- **Official Transcript(s):** Upload a scanned version of an official transcript(s) from all post-secondary schools attended. While completing the online application and prior to submitting it, upload one copy of a scanned official transcript from each institution from an undergraduate or graduate degree has been earned. Do not send transcripts for community college attendance or from any institution enrolled in classes but did not earn a degree. Make sure scanned documents are legible before uploading, as non-legible documents will result in processing delays.

- **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](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 for approval to interview. The Director of Clinical Training’s approval for interview is based on a review of the applicant’s grades, scores, interests, 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.

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 Doctoral Admissions Committee (Director of Clinical Training -> Director of Graduate Programs -> Department Chair). Approval for an admission offer is based upon the candidate meets all of the required graduate school, departmental program, and clinical area requirements and cutoffs (or there is a letter of explanation by the advisor for any below cutoff requirement) 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 Area Directors. 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 Director of Clinical Training. 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:
  