UNIVERSITY OF OREGON

College of Education

Counseling Psychology and Human Services Department

COUNSELING PSYCHOLOGY PROGRAM

DOCTORAL STUDENT HANDBOOK

2017-2018

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POLICY STATEMENT

While every effort is made to ensure the accuracy of the information contained herein, the University of Oregon, the College of Education, the Department, and the Counseling Psychology Program maintain the right to make changes at any time without prior notice. Students will be made aware of all changes. Students are encouraged to review the Undergraduate/Graduate Catalog (http://uocatalog.uoregon.edu/) during the first term of matriculation into a graduate degree program. Neither this policy statement nor the Handbook represents a contract between the graduate program and current or prospective students.

INTRODUCTION & PROGRAM DESCRIPTION

The Counseling Psychology Program at the University of Oregon is a health service psychology training program that has been nationally accredited by the American Psychological Association (Office of Program Consultation and Accreditation, 750 First St. NE, Washington DC 20002-4242, 202.336.5979) since 1955 and is one of the longest-accredited counseling psychology programs in the country. The APA Commission on Accreditation defines health service psychology as "the integration of psychological science and practice in order to facilitate human development and functioning" and notes that "Health service psychology includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders." Our program's philosophy and goals have evolved over time, as has the discipline as a whole. Through this evolution, the program is able to provide state-of-the-art training to students. Because the Counseling Psychology Program is housed in the College of Education (COE), our training is consistent with and contributes to the larger COE mission in ways that are confluent with the discipline of counseling psychology. Program curriculum and training is grounded in Bronfenbrenner's (1979) ecological model. Contemporary in focus, our prevention and intervention training emphasis on the science and practice of working with adults, children, and families within their contexts is consistent with the historic mission of counseling psychologists and contemporary recognition of psychology as a health service profession.

Our program has set forth a vision of what the counseling psychologist of the next few decades should be, and we make every effort to train our students to this vision. As a program training health service psychologists with an emphasis in counseling psychology, our students receive a core sequence of training focused on evidence-based individual, child and family, and community and preventive interventions implemented in both clinical and community settings. This core training sequence helps students develop and apply clinical skills to a broad range of practice settings and populations, to assess and intervene in a manner relevant to the larger cultural, sociopolitical, and economic context in which humans develop, and to conduct and disseminate research that reflects and furthers efforts to improve individual and community well-being. The implementation of our ecological model of training has continued to evolve with the addition of new faculty and ongoing feedback from students and colleagues. Our current program retains the past tradition of excellence while preparing students for contemporary professional realities and challenges of health service psychology.

PROGRAM EDUCATIONAL PHILOSOPHY & TRAINING MODEL
The Counseling Psychology Program philosophy of education and training model is informed by four elements that reflect our values in the preparation of professional health service psychologists: (1) the unifying themes of the counseling psychology discipline (Gelso & Fretz, 2002), (2) the scientist-practitioner model for training in psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998), (3) the ecological model (Bronfenbrenner, 1979), and (4) and emancipatory communitarian approach to psychology practice (Prilleltensky, 1997).

First, consistent with the unifying themes of counseling psychology, we emphasize prevention training, health promotion, and a strengths-based approach. Our training spans education, prevention, and treatment work relevant to children, adolescents, families, and adults within diverse environments. We emphasize research that aids in the identification and reduction of risk factors, the enhancement of protective factors, and that contributes to the evidence base of practices that promote psychological health and well-being. A strengths-based approach recognizes and values the assets and resources of all individuals and communities, from the most marginalized to the most privileged, throughout the scope of our research and practice endeavors.

Second, consistent with a scientist-practitioner model of education and training (Murdock et al., 1998), we strive to: (a) facilitate students' conceptualization of science and practice as complementary and interdependent; (b) provide students with training in philosophies of research, intervention methods, and scientific inquiry that they can use to advance research

and practice in diverse settings; and (c) foster students' socialization and professional identity development as scientist practitioners, health service psychologists, and counseling psychologists.

Third, consistent with Urie Bronfenbrenner's (1979) ecological model of human development, we infuse health service psychology training with attention to the contexts and systems within which human behavior occurs. These contexts must be considered if behaviors, cognitions, and emotions are to be understood. Research, assessment, prevention, and intervention are viewed within the unique social, historical, political, and cultural contexts in which they occur, and students are trained to consider these contextual factors in all aspects of their work. Failure to consider person-system interactions leads to interventions that are inefficient at best and that may be harmful at worst, and to research that is limited in scope and applicability.

Fourth, we are guided by Prilleltensky's (1994, 1997) critique of psychology, and aspire to take an emancipatory communitarian approach to the practice of counseling psychology. This means that as we critically assess the unique social, historical, political, and cultural contexts that shape and are shaped by human endeavors, we pay particular attention to conditions of social injustice, the reproduction of inequity, and how such conditions influence the mental health and well-being of communities. We acknowledge that the practice of psychology can contribute to, or can ameliorate, these problems, and consider it our responsibility as prevention scientists and counseling psychologists in a health service profession to work toward social justice. We infuse attention to human diversity, multicultural competency development, and advancing social justice throughout students' coursework, practice, research, and professional opportunities. UO Counseling Psychology scholarship and service activities reflect our focus on prevention practices, diversity, social justice, and the application of science to enhance the health and well-being of individuals, families, and communities.

With these four elements as a framework, the Counseling Psychology Program at the University of Oregon aims to train students in a generalist, scientist-practitioner model, which emphasizes education and training in theory, science, assessment, and practice to produce graduates who (a) are skilled scientist-practitioners, (b) trained in research and evidence-based practices, (c) integrate science and practice in health service psychology, and (d) deliver evidence-based prevention and intervention services (e) with ethical and multicultural competence to (f) improve the health outcomes of children, adults and families. Our focus on social justice, multiculturalism, and human strengths via problem prevention and the promotion of healthy behavior in children, adults, and families is consistent with the values and mission of the specialty of counseling psychology.

Through coursework, comprehensive exams, completion of Portfolio elements, and successful completion of research projects, students in the Program acquire discipline-specific knowledge in the six areas of: (1) History and systems of psychology, (2) Basic content areas, (3) Advanced integrative knowledge of basic discipline specific content areas, (4) Research methods, (5) Quantitative methods, and (6) Psychometrics. In addition, students acquire and demonstrate profession-wide competencies in the following domains:

i.   Research
ii. Ethical and legal standards
iii. Individual and cultural diversity
iv. Professional values, attitudes, and behaviors
v.   Communication and interpersonal skills
vi. Assessment
vii. Intervention
viii. Supervision
ix. Consultation and interprofessional/interdisciplinary skills

PROGRAM PROGRESSION EXPECTATIONS

You are part of an elite group of individuals who will earn a PhD. With such privilege comes much responsibility, and as such our expectations are high. The program is very rigorous and designed to foster your development as a research scientist, practitioner, and active citizen of the program and our larger communities. Students who excel during their tenure in the program commit the majority of their time and energy to training activities. Faculty strongly encourage the following to help you reach your potential as graduate students:

-   Focus on training-related employment. Do not obtain employment outside of the university that is not related to your research or clinical development. Seek guidance from your advisor or other faculty if financial concerns are interfering with your focus on achieving competencies and completing program milestones.

-   Balance the time you dedicate to developing your research skills and clinical skills. Both sets of skills are critical to becoming a research scientist who produces research that is relevant and a clinician who effectively advances well-being.

- The process is as important as the outcome. Your professional development is more than checking boxes. Reflection and integration of learning take time. Your career has already begun. Take advantage of opportunities and be strategic as well. Consult with your advisor on making the most of this unique stage of your life.

MINIMUM COMPETENCY BENCHMARKS

This list of benchmarks communicates some of our program expectations for students in concrete fashion. We urge all students to review the Revised National Counseling Psychology Competency Benchmarks posted on our program website for detailed descriptions of competencies associated with doctoral training in counseling psychology. Course syllabi and the contents of this Handbook also provide extensive information about specific expectations.

- Join APA and the Society for Counseling Psychology (Division 17) as a student member and maintain membership throughout your time of program enrollment.

- Check program email at least once daily and respond promptly when requested

- Pass coursework with grades no lower than B- (Note: B- is a red flag) and maintain minimum GPA of 3.0

- Pay attention to and incorporate feedback on your writing, assignments, verbal presentations, etc.

- Pass oral ethics competency exam and all other Program Competency and Portfolio Elements

- Pass practica, externships, docsems

- Supervisor evaluations in Adult Practicum and Child/Family Practicum show meeting expected levels of performance by final, end-of-year evaluation, in all areas

- Students attend to any constructive feedback received in the practicum evaluation even if ratings of "meeting expected level of performance" are obtained

- Supervisor evaluations in Externships show meeting expected levels of performance in all areas

- Students attend to any constructive feedback received in the externship evaluation even if ratings of "meeting expected level of performance" are obtained

- Students obtain ratings of 3 or higher on all areas of profession wide competencies in their annual evaluation.

- Students attend to any constructive feedback received in the annual evaluation even when a rating of satisfactory is obtained; students remediate any unsatisfactory ratings

- Continuous engagement in research:
  - Students become involved in research early in the program (e.g., focused literature reviews, design a study, assist in coding someone else's research project, identify current and future research opportunities with advisor and others, collect research articles in identified interest areas, etc.).
  - Students present their research a minimum of once per year in doctoral seminar
  - Students regularly contribute to others' research (e.g., ideas, support, feedback, editing, or data coding) in doctoral seminar

- Students regularly attend and present their research at professional conferences. By end of 2nd year of training, all students have participated in a minimum of one conference submission/presentation or manuscript submission and by time of graduation have successfully presented a minimum of one conference presentation

- Students pass oral defense of dissertation proposal

- Students pass oral defense of dissertation research project

- Students keep their advisor apprised of any difficulties they are experiencing with these benchmarks. Keeping your advisor informed helps us to better support you and helps to prevent future problems.

COURSEWORK

COURSEWORK AREAS

Our coursework is designed and sequenced to advance your competencies and prepare you as health service psychologists serving adults, children, families and communities through research and practice. Required courses meet the standards expected of an APA-accredited program, College of Education doctoral research training standards, and provide training consistent with our program philosophy and values. We value your input on courses and work to continuously improve our courses and sequencing.

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains: (a) Psychological Foundations; (b) Research Competencies; (c) Practitioner Competencies; and (d) Professional Competencies. A *minimum* of 165 graduate quarter credits is required for graduation. As doctoral students, you are also required to designate coursework as part of the 165 credit total that constitutes a supporting area for your major in Counseling Psychology. Please be sure to consult regularly with your faculty advisor throughout the process of selecting courses and designing a program of study. This is especially important when trying to decide which courses to take based on program goals and program progression. The next few sub-sections describe some of the nuts and bolts about coursework that you should be aware of before you check out specific courses in the multiyear curriculum. When credits for fall, winter, or spring term total fewer than 16, students should enroll in a greater number of docsem or independent research credits; consult with your advisor to make this decision.

DOCTORAL PROGRAM PLAN

The *Doctoral Program Plan* is an important document that you must complete **by the end of your first year** in the program. Your program plan will evolve as you continue in the program, but creating the initial plan will help you figure out what to register for each term, and when the course is offered. The requirements of the plan are designed to ensure that you integrate practice, theory, and research in your coursework. As you develop your plan of studies, keep in mind that it must meet several different sets of requirements and professional objectives set forth by the Counseling Psychology Program, the College of Education, and the Graduate School. The program is not only interested in your graduation, but in preparing you for professional research and practice careers. As such, we make every effort to ensure that you are prepared to understand and meet licensure requirements as psychologists as well. A copy of the Doctoral Program Plan is provided in Appendix A and can be accessed online at https://education.uoregon.edu/counseling-psychology/cpsy-uploads.

COURSES COMPLETED BEFORE ENTERING THE PROGRAM

1. Course Waivers

You may request a waiver when you wish to substitute previous graduate level coursework for required courses.

To waive a course you must prepare a petition for your advisor that includes (a) a brief statement listing the course(s) you are asking to waive; (b) the instructor's signature for the course waived indicating that the instructor approves of the course(s) waiver; (c) your advisor's signature; and (d) attach the syllabus of the course(s) you have already taken that covers the required course content. Your advisor will consult with program faculty to ensure consistency in waiver decisions, and will consider the extent to which your prior coursework adequately covers the content area. Courses for which a grade of C or lower was earned cannot be waived. Final approval depends upon your advisor's determination that your prior graduate coursework was substantially equivalent to the course content of the UO requirement. Courses taken more than 5 years ago cannot be used as a substitute. Graduate level ethics courses will not be approved for waiving unless the APA ethics code was the focus of the course and the course was taken within the past 2 years.

When course substitutions have been approved by your advisor as meeting current program requirements, you must list the date and the institution where the course was taken on your doctoral program plan and attach the syllabi for all courses waived. If you already have a doctoral program plan approved, record the date that the substitution was approved in your final program plan. Return the completed petition and the revised program plan to the SSC for your academic file.

2. Course Transfers

Course transfers apply ONLY if you're leaving the program after completing your master's, and usually students opt not to transfer credits. If you decide to leave the doctoral program early, with a master's degree, and you have graduate credits from another institution that you would like to appear on your UO transcript, then you may submit a request for official transfer of credits to the Graduate School. The Graduate School will only allow a maximum of 15 graduate credits to be transferred. To request course transfer approval you should provide documentation in the form of course syllabi, a table of contents of required texts, term papers, etc., to document that the previous course covered specific course requirements as listed on your UO CPSY Ph.D. Program Plan. You should also prepare a brief proposal along with this documentation that articulates your request to count a previous course for a course offered in the CPSY program. This proposal needs to be approved and signed by your advisor, who will then submit it to the Program Director for approval. In some cases, you may be asked to complete an examination to demonstrate competency in this area or complete additional requirements to fulfill

CPSY course requirements. *Courses dealing with legal and ethical issues completed seven years or more prior to entering the program are not eligible for transfer.* Once the transfers are approved by your advisor and the Program Director, complete the Graduate School *Request for Transfer of Graduate Credit* form accessed online at https://gradschool.uoregon.edu/sites/default/files/transferGradCreditGS820_Redacted.pdf. Official transcripts must accompany the completed form for coursework completed at another institution. *Courses from universities using a semester system are translated into quarter term credits using Graduate School guidelines.*

TESTING OUT
Students may ONLY "test out" of or waive requirements for which they have completed graduate level coursework.

TIME LIMIT
In nearly all cases, if you completed graduate level courses *seven years or more* prior to entering the Ph.D. program, you will not be permitted to apply these courses toward program requirements.

PROCEDURES FOR DOCTORAL PROGRAM PLAN APPROVAL
Planning your program of study is your responsibility and should be done in consultation with your advisor. Draft your program plan using the *Doctoral Degree Requirements checklist* (p.16) as a guide and as a basis for consulting with your advisor about how any previous graduate level coursework might meet current requirements. Once you complete your draft, you are ready to record and submit your official doctoral program plan first to your advisor and then to the Counseling Psychology Program director for approval. Be sure to submit all required supplementary materials as indicated on the plan (e.g., goal statement, syllabi).

Your advisor and/or the program director may suggest changes and return the plan to you for revision. Once the plan is approved, the original copy is filed with the SSC. You are required to create a copy for your personal records. Minor changes to the approved plan, such as the substitution of one course covering substantially the same content of other courses or taking courses during different quarters than previously planned, are normative and can be made with your advisor's approval. More substantive revisions require approval of the Program Director.

Your program plan must be approved and on record with the SSC before you begin the written papers that are part of your competency-based portfolio. When you are ready to graduate, your updated plan is submitted for review to the Graduate School and the COE by the SSC, primarily to ensure that the residency requirement has been met, the 18 dissertation credits have been completed, and that there are no incomplete grades. It is a good idea to file a revised program plan the quarter *before* you plan to graduate so that the plan on file and your transcripts match. ***Important: Keep ALL of your course syllabi from all the classes you take during your doctoral training! You will most likely need them to apply for psychologist licensure and other professional certifications throughout your career.***

LICENSURE REQUIREMENTS
The Counseling Psychology Program provides a systematic program of study that is accredited by the American Psychological Association. Although the program seeks to support your long-term plans, *responsibility for meeting licensure requirements rests with you as the student*. Each state has varying requirements. Obtain the specific requirements for the state in which you want to obtain licensure when you plan your program. The definition of core psychology courses also varies from state to state. Therefore, *save this handbook, the course syllabi, textbook titles, credentials of your professors (degree and licensure), papers—including doctoral program plan with waived courses, internship information, practicum placement documentation, supervision assignments, and examinations for all doctoral courses.* You may request a packet for Oregon licensure from the Oregon Board of Psychologist Examiners (http://www.oregon.gov/obpe/Pages/index.aspx). Addresses for State and provincial boards may be located at www.asppb.net.

BACKGROUND CHECK
In accord with the Oregon Health Authority and the College of Education, each student must complete a criminal background check upon entry into the program and prior to enrollment in practica. Forms and information about this background check are included in Appendix C and the Current Students section of the CPSY website (https://education.uoregon.edu/counseling-psychology/cpsy-uploads). Students who do not successfully pass the background check cannot complete the practicum sequence, and therefore are not eligible to receive their Ph.D. Your background check should be completed by the *end of your first quarter* in the program with documentation given to our SSC for your student file.

MASTER'S DEGREE ELIGIBILITY
The Counseling Psychology Program does not offer a terminal master's degree. However, there are three non-thesis master's degree options that may be available for students:

1. The *Masters of Science (M.S.) in Counseling, Family, and Human Services* can be earned by students along the way to earning their doctoral degree. Students who enter with a bachelor's degree often opt to receive an M.S. during the course of their training. Students are eligible to receive the M.S. after they have completed three years of coursework, both the adult and child/family practicum, and have written an empirical research paper (Specialty Area paper) of publishable quality that serves as the master's project (not a thesis). Students are expected to publish the master's research, but this is not a requirement of the degree. Students must have their advisor's approval for the content and scope of the master's project; the advisor determines whether the finished product is of publishable quality.

Students who enter the program with a master's degree from another University may choose to receive an additional master's degree at the UO as they pursue the Ph.D.

In order for the University to award the master's degree, you must:
(a) be registered the term you wish to apply for the master's degree
(b) submit your approved Master's Program Plan to the SSC (available on the for Current Students page of the CPSY website);
(c) submit a copy of approved Specialty Area/Master's Project Form to the SSC (also available on the For Current Students page of the CPSY website);
(d) complete the on-line Degree Application through GradWeb, which can be accessed at http://gradschool.uoregon.edu/getting-ready-graduate, (**a non-thesis master's in CFHS**); and
(e) have all Incompletes ("I") on transcripts changed to a passing grade by the end of the term the master's is to be awarded. Any Incompletes remaining on the transcript once the degree is issued cannot be removed.
(f) If this is your first master's degree, once it is completed, notify your GE Business manager to obtain your GE level promotion.

Note: The acronym "GE" (Graduate Employee) recently replaced "GTF" (Graduate Teaching Fellow) at the UO. We may inadvertently continue to use "GTF" for a while as we make the adjustment!

The Program Plan and the Specialty Area/Master's Project Form must be turned in to the CPSY SSC four weeks before the end of the term. You must also apply for the master's degree before the Degree Application deadline. The Degree Application deadlines are posted on the Graduate School's website, http://gradschool.uoregon.edu/deadlines. Once everything is complete, it is reviewed by the COE Records Coordinator. If there are any problems, she will contact you before submitting the master's approval decision to the Graduate School.

2. The *Master's of Education (M.Ed.)* may be awarded to students who choose to leave the program under some circumstances, after they have completed at least one year of coursework. This is a non-clinical degree and requires no practicum experience. Note that this degree is not issued to students continuing in the doctoral program and requires a special arrangement with the program. Students must complete and submit a Change of Graduate Major or Classification form to the Graduate School.

3. The *Master's of Arts (M.A.)* may also be an option for some students who choose to finish their training at the master's level. The M.A. requires two years of coursework, a master's project, and language competency in a foreign language (which may be demonstrated, for example, through extensive language study in the student's bachelor's degree program). Students may choose to leave the doctoral program for a variety of personal or professional reasons. Faculty will work with you to determine if this option is a good option for you to consider.

SAMPLE COURSE PROGRESSION

The following progression represents the most common progression for classes and shows the flow of courses we use to implement our ecological model of training. Below we also refer to additional program requirements, such as different components of the comprehensive examination, to coincide efficiently with your coursework. A narrative description of this course list appears in Appendix B, and a 6 or 5 year Program Progression can be found on the CPSY "For Current Students" website, https://education.uoregon.edu/counseling-psychology/cpsy-uploads. Most of the classes listed below are required. However, your specific sequence of courses will vary from the "sample course plan" described below depending on 1) whether you enter the program with a Bachelor's or Master's degree, 2) previous coursework, and 3) course offerings during a given quarter (e.g., some classes are only offered every other year). Talk with your advisor early in the program about possible modifications.

Please note that the College of Education continues to implement new research and statistics doctoral core courses. Some course prefixes, numbers, and titles are expected to change. In those cases, both the old course and new course are listed together. All courses with the prefix SPSY will require pre-authorization from the SPSY SSC; send the SSC your name, UOID, course CRN, and course title to spsy@uoregon.edu.

YEAR 1

You will notice that the first year has a number of core courses to help prepare you for subsequent research and clinical activities. During the first year *you are also expected to:* (1) become involved in research with your advisor and/or an advanced doctoral student and begin working on your Specialty Area/Masters Project (SAP); (2) turn in a copy of your criminal background check; (3) turn in your **Doctoral Program Plan**; and (4) complete the **Oral Ethics Competency Exam**. The Oral Ethics Competency Exam coincides with your ethics class. If you enter the program with a Master's degree in a related area, you will find that your coursework during your first year in the program is made up of both first year and second year courses as listed here and on the next page, as well as possible "Psychological Foundations" classes (Social, Biological, and Cognitive/Affective Aspects of Behavior classes).

FALL (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 613: Introduction to Counseling Psychology as a Discipline (3)
CPSY 621: Lifespan Developmental Psych (3)
CFT 609: Micro Counseling Skills (1)
CPSY 612: Professional Ethics (3) + CPSY 610: Discussion (1)
EDUC 612: Social Science Research Design (4)

WINTER (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 614: Theories of Counseling (3)
CPSY 615: Counseling Diverse Populations (4)
CFT 620: Mental Health & Diagnosis (3)
EDUC 614: Educational Statistics (4) (may be waived if student has previously taken Grad Stats course)
       *Students can register for the hybrid section or the standard section.

SPRING (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 617: Theories of Career Development (3)
CFT 624: Group Psychotherapy (3)
CFT 609: Beginning Practicum (3)
EDUC 640: Applied Stat Design & Analysis (4)
       *Students can register for the hybrid section or the standard section.

Note: Always register for a full 16-credit load every fall, winter, and spring term. When credits for the term total fewer than 16, students should enroll in a greater number of docsem or independent research credits; consult with your advisor to make this decision.

E = offered even years, O = offered odd years. V = Variable credit course

YEAR 2

The year-long individual adult clinical practicum starts in your second year. This practicum is designed for you to work with adult clients in a college student counseling center or other community agency setting. Complete your Specialty Area/Master's Project (SAP) during year 2 (see the next section of the handbook for details) and you will then be able to enroll in externships Year 3. Students are expected to contribute to the research projects of peers and faculty through the Docsem, and to collaborate on at least one conference presentation proposal by the end of second year.

FALL (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Adult Practicum (4)
CPSY 651: Advanced Individual Counseling Interventions (3)
EDUC 642: Multiple Regression in Educational Research (4)
EDUC 616: Philosophical Foundations of Educational Research[1] (4)

WINTER (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Adult Practicum (4)
CPSY 642: Child/Family Interventions (4)
SPSY 651: Cognitive-Affective Aspects of Behavior (4-**5**) (O) *-OR-* SPSY 652: Biological Aspects of Behavior (4-**5**) (E)

SPRING (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Adult Practicum (4)
SPSY 672: Intellectual Assessment (4) OR CPSY 610: Social Aspects of Behavior (alt. years) (4-5)
CPSY 605: History & Systems of Psychology (3)
SPSY 650: Developmental Psychopathology (4) * (elective)

* For permission to register for SPSY courses, send your name, UOID, course CRN, and course title to the SPSY SSC, spsy@uoregon.edu. If you're wish to take as an elective the consultation course SPSY 630 Intro to Consultation, contact the SPSY SSC and obtain authorization to register for SPSY 605 Reading instead, and be sure to let the SSC know to enter the title "Intro Consultation", and set the variable credits to 3 when you register.

[1] The status of this course is under discussion as the COE revises the course. It is not offered AY 2017-2018.

Note: Always register for a full 16-credit load every fall, winter, and spring term. When credits for the term total fewer than 16, students should enroll in a greater number of docsem or independent research credits; consult with your advisor to make this decision.
SPSY 672: Intellectual Assessment is a pre-requisite to CPSY 622 Psychological Assessment.

E = offered even years, O = offered odd years. V = Variable credit course

YEAR 3

In the third year, you complete your second year-long clinical practicum at the Child and Family Center, which is designed for you to work with children and families. During this year, you also need to (1) complete your Specialty Area Project/ Master's Project Competency by the end of spring term (you cannot enroll for externship if you have not completed the SAP) and (2) complete the written papers that are part of your competency-based portfolio in the summer prior to beginning the fourth year. If you plan to apply for internship in the fall of your 4th year, you must also pass your oral defense of your dissertation proposal by Nov. 1 of that fall term, which requires multiple drafts of the written dissertation proposal the previous winter and spring terms.

FALL (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Child/Family Practicum (4)
CPSY 626: Psych Services & Research with Latino & Sp Speaking Populations (2) (required for Spanish Specialization, elective for all others)
CPSY 609: Prac Bilingual Supervision (1) (required for Spanish Specialization)

WINTER (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Child/Family Practicum (4)
EDUC 644: Applied Multivariate Stats (4)
SPSY 651: Cognitive-Affective Aspects of Behavior (4-**5**) (O) *-OR-* SPSY 652: Biological Aspects of Behavior (4-**5**) (E)
EDUC 620 Program Eval I (4) (Odd years only) or EDUC 630: Qualitative Methods I (4)
CPSY 609: Prac Bilingual Supervision (1) (required for Spanish Specialization)

SPRING (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Child/Family Practicum (4)
CPSY 622: Psychological Assessment (4) [SPSY 672 is a pre-requisite]
CPSY 610: Social Aspects of Behavior (4-**5**) (alternating years) or EDUC 621 Program Eval II (odd years only) or EDUC 630: Qualitative Methods II (even years only)
CPSY 609: Prac Bilingual Supervision (1) (required for Spanish Specialization)

* (Externship Credits can only be taken after the completion of Adult or Child/Family practicum and the SAP and require Program director and advisor approval. See program website for contract template).

Note: Always register for a full 16-credit load every fall, winter, and spring term. When credits for the term total fewer than 16, students should enroll in a greater number of docsem or independent research credits; consult with your advisor to make this decision.

E = offered even years, O = offered odd years. V = Variable credit course

YEAR 4

During your fourth year, you should defend your dissertation proposal. (*If you apply for internship this year*, you must successfully defend your Dissertation Proposal by November 1; this means your advisor needs a complete first draft early in spring term, year 3).

FALL (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Externship
CPSY 602: Supervised College Teaching (v) (any term this year)
CPSY 626: Psychological Services & Research with Latina/o populations (required for Spanish Specialization, elective for all others) (even years)

WINTER (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 609: Externship
CPSY 602: Supervised College Teaching (v) (any term this year)
Advanced Statistics (e.g., Exploratory Factor Analysis, Intro to Hierarchical Linear Modeling (HLM), Structural Equation Modeling (SEM))
CPSY 645: Health Promotion and Equity (optional elective)

SPRING (16 credits)
CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 654: Supervision & Agency Administration (4) (alt years)
CPSY 610: Social Aspects of Behavior (4-**5**) (if not earlier)
CPSY 609: Externship
CPSY 602: Supervised College Teaching (v) (any term this year)
CPSY 508: Topics in Latina/o Mental Health (3) (required for Spanish Specialization; elective for all others))
Advanced Statistics Elective (e.g., EDLD 610: Intro HLM, EDLD 628: HLM I, EDLD 610: SEM II)

* (Externship Credits can only be taken after the completion of Adult or Child/Family practicum and the SAP and require Program director and advisor approval. See website for contract template).

Note: Always register for a full 16-credit load every fall, winter, and spring term. When credits for the term total fewer than 16, students should enroll in a greater number of docsem or independent research credits; consult with your advisor to make this decision.

E = offered even years, O = offered odd years. V = Variable credit course

YEAR 5

Internship applications may be due as early as October 15th. Provide your advisor and Director of Clinical Training (DCT) with a list of sites, materials due dates, and materials due by September 15th. Communicate regularly for assistance with the internship application process. Your dissertation proposal must be defended by November 1st.

FALL (3 or 4 credits total)
CPSY 607: Doctoral Research Seminar (with your advisor)
CPSY 607: Seminar in Counseling Supervision & Consultation (optional, must have taken CPSY 654)
CPSY 609: Externship
CPSY 603: Dissertation

WINTER (3 or 4 credits total)
CPSY 607: Doctoral Research Seminar (with your advisor)
CPSY 607: Seminar in Counseling Supervision & Consultation (optional, must have taken CPSY 654)
CPSY 609: Externship
CPSY 603: Dissertation

SPRING (3 or 4 credits total)
CPSY 607: Doctoral Research Seminar (with your advisor)
CPSY 607: Seminar in Counseling Supervision & Consultation (optional, must have taken CPSY 654)
CPSY 609: Externship
CPSY 603: Dissertation

* (Externship Credits can only be taken after the completion of Adult or Child/Family practicum and require Program Director and advisor approval. See website for contract template).

E = offered even years, O = offered odd years. V = Variable credit course

YEAR 6

Internship year

The number of CPSY 603: Dissertation and CPSY 704: Intern Doctoral credits that you register for will vary depending on your dissertation progress and when your internship ends. Please refer to Appendix H for enrollment guidelines and the UO Graduate School policy for the internship year.

Summer Graduation (students may walk and be hooded in the June graduation ceremony only if the dissertation has been defended)

DOCTORAL DEGREE REQUIREMENTS CHECKLIST

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains (1) Psychological Foundations; (2) Research Competencies; (3) Practitioner Competencies; and (4) Professional Competencies. A minimum of 165 graduate credits is required for graduation. Course selection and planning is done by the student in consultation with the advisor and in accord with the specifications below. Consulting with your advisor is especially important when trying to decide which courses to take based on program goals/requirements and program progression.

If you wish to substitute another course from the list of optional courses, you must provide your advisor with (a) the syllabus and (b) the graduate bulletin description of the course you wish to substitute. Substitution requires advisor permission and approval of the counseling psychology faculty (obtained at the time you turn in your program plan of studies).

**Please note that the College of Education continues to implement new research and statistics doctoral core courses. Some course prefixes, numbers, and titles are expected to change. In those cases, both the old course and new course are listed together.

Domain 1: Psychological Foundations (24 credits minimum)

Each of the following psychological foundations has been identified by the American Psychological Association as a foundational area of knowledge for students to acquire during the early years of their doctoral training. The focus of these psychological foundations is on developing a broad base in the general principles and theories of psychology. Students gain knowledge in each of five areas: Biological Aspects, Social Aspects, Cognitive & Affective Aspects, Individual Aspects of Behavior, and History & Systems of Psychology. Some states may require more than 5 term credit hours in some foundation areas; it is the student's responsibility to investigate licensure requirements in states of intended residence. Keep in mind that applied and/or practicum classes will not count toward the "psychological foundations" requirements, that is, toward licensure, in most states.

Area 1: Biological Aspects of Behavior (5 credits minimum)
Biological Aspects of Behavior coursework may cover the following: The fundamental aspects of brain-behavior relationships; neuron physiology; sensory systems, nonspecific afferent systems; emotion, motivation, and learning from a "biological" viewpoint; comparative animal behavior; psychopharmacology; structure and function of the brain; physiological psychology. The following indicates the required course and additional electives. This list is not exhaustive. If you have questions about whether or not a course will count for the Biological Aspects of Behavior Area, ask your advisor.
_____ SPSY 652: Biological Aspects of Behavior (5 credits) (*required*)
_____ SPSY 610: Neuroscience for Educators (3 credits)
_____ PSY 621: Clinical Psychobiology

Area 2: Social Aspects of Behavior (5 credits minimum)
Social Aspects of Behavior coursework may cover the following: Factors leading to the development, maintenance, and modification of social attitudes and beliefs; human aggression, prejudice; altruism; attitudinal and situational components of social behavior; community psychology; organizational behavior; theory and research on group behavior. The CPSY Social Psychology course is required, the other is an optional elective. This list is not exhaustive. If you have questions about whether or not a course will count for the Social Aspects of Behavior Area, ask your advisor.
_____ CPSY 610: Social Aspects of Behavior (5 credits) (*required*)
_____ PSY 556: Social Psychology

Area 3: Cognitive and Affective Aspects of Behavior (5 credits minimum)
Cognitive and Affective Aspects of Behavior coursework may cover the following: Current theories and research in conditioning (classical and operant); discrimination learning; transfer of learning; verbal learning; memory and problem-solving; motivation; emotion; psychophysics; letter and word perception; visual masking. The SPSY Cognitive-Affective Aspects of Behavior course is required.
_____ SPSY 651: Cognitive-Affective Aspects of Behavior (5 credits) (*required*)

Area 4: Individual Aspects of Behavior (10 credits minimum)
Individual Aspects of Behavior coursework may cover the following: Quantitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests and personality; group differences related to sex, age, social class, race and nationality; descriptive psychopathology; research on intervention outcome, critical comparisons of significant personality theories. The following courses are required:
_____ CPSY 621: Lifespan Developmental Psych (3 credits) (*required*)
_____ CFT 620: Mental Health & Diagnosis (3 credits) (*required*)
_____ SPSY 672: Intellectual Assessment (4 credits) (*required*)
_____ CPSY 622: Psychological Assessment (4 credits) (*required*)

_____ SPSY 650: Developmental Psychopathology (elective)

Area 5: History and Systems of Psychology (3 credits) (course required)
_____ CPSY 605: History & Systems of Psychology (*required*)

Domain 2: Research Competencies (66 credits minimum)

Research coursework is designed by program faculty and the larger COE faculty community to prepare scientist-practitioners who are methodologically advanced and understand the value of multiple research methods. Coursework and hands-on experience ensure that students develop basic skills in formulating questions, designing and carrying out research, and disseminating results appropriately and effectively. In addition to courses in research design and quantitative research methods, students may develop basic knowledge of a secondary research method. The capstone of research training in the Counseling Psychology program is the dissertation.

Counseling psychology doctoral students complete research courses consistent with all Ph.D. students in the College of Education (COE). COE Ph.D. students are required to enroll in one (1) doctoral level course on the philosophical foundations of educational research[1] plus a minimum of six (6) doctoral level courses in statistics and research methodology. For these six (6) courses, counseling psychology students are required to take four or five (4 or 5) courses in the quantitative research tradition in addition to two or one (2 or 1) course(s) in one of three non-quantitative "secondary" research emphasis areas—qualitative, single subject research, or program evaluation.

In other words, of these 6 required courses, students must enroll in a 4+2 or a 5+1 combination in which at least 4 or 5 courses represent the *primary* research tradition (quantitative), and two or one course(s) represent a *secondary* research emphasis area. For example, the 4+2 combination of courses would include 4 courses in quantitative research and 2 courses in either qualitative, or single subject, or program evaluation research. Students may also complete a 5+1 combination of courses that would be similar in structure (5 courses in a primary research "tradition" and 1 course in a "secondary" research area). The student's selection of the 4+2 or the 5+1 combination should be coordinated with the approval of your advisor.

Area 1: Methodological Foundations (4 credits minimum)
_____ EDUC 613: Philosophical Foundations of Educational Research[1] (4 credits) (*required; take as soon as schedule permits*)
[1] Note that this class remains under development and will not be offered in 2017-2018. Stay tuned for updates.

Area 2: Statistics and Research Design (19 credits minimum)
Statistics and Research Design courses are taught as cohesive content areas and are not two distinct entities. At the same time, some coursework highlights statistical methods within the quantitative tradition such as: Basic concepts of probability and statistics; use of probability theory in psychological theory construction; application of multivariate methods; theory of measurement; factors affecting reliability and validity; test construction, and so forth. Some coursework highlights research design aspects of the quantitative tradition such as: Design of experiments and analysis of experimental data in the behavioral sciences; quantitative and experimental methods of psychology such as experimental design, data collection, evaluation and interpretation of results, and so forth.

Doctoral Level courses (**16 credits minimum**):
_____ EDUC 614: Educational Statistics*
* Students with graduate level statistics coursework should consult with their advisor about waiving EDUC 614, which is considered a master's level statistics class).
_____ EDUC 612: Social Science Research Design (*required*)
_____ EDUC 640: Applied Stat Design & Analysis (*required*)
_____ EDUC 642: Multiple Regression in Educational Research (*required*)
_____ EDUC 644: Multivariate Stats (*required*)
_____ Additional advanced statistics class (EDLD 610: Intro to HLM, EDLD 628: HLM I, EDLD 634: SEM II)

Area 3: Secondary Research Emphasis Area (4 credits minimum)
_____ EDUC 630: Qualitative Methodology I: Interpretive Inquiry
_____ EDUC 632: Qualitative Meth. II: Post-critical Inquiry (pre-req: EDUC 630)
_____ EDUC 634: Qualitative Meth. III: Post-humanist Inquiry (pre-req: EDUC 630 & 632) (offered even years only)
_____ EDUC 620: Program Evaluation I (offered odd years only)
_____ EDUC 621: Program Evaluation II

Area 4: Pre-Dissertation Research (20 credits minimum)
_____ CPSY 601: Research (*required*)
_____ CPSY 607: Doctoral Research Seminar (*required*)

Area 5: Dissertation Research (18 credits minimum)
**Refer to section Appendix H for Dissertation enrollment guidelines.
_____ CPSY 603: Dissertation

Domain 3: Practitioner Competencies (57 credits minimum)
This area is subdivided into four components that form an integrated instructional sequence: Core Knowledge & Applied Skills, Practica & Advanced Practitioner Skills, Assessment, and the Pre-doctoral Internship.

Area 1: Core Knowledge and Applied Skills (24 credits minimum)
Courses impart beginning level didactic content and the specific information needed to plan and implement effective interventions. These courses also cover theoretical models and research findings about working with individuals, children, families, groups and systems, about assessment and evaluation, and about various populations and contexts within which preventive and remedial interventions may occur. Courses also attend to increasing student sensitivity to diverse populations and multicultural competence. *Unless otherwise indicated, all courses in this area are required.*
_____ CPSY 614: Theories of Counseling
_____ CPSY 615: Counseling Diverse Populations
_____ CPSY 617: Theories of Career Development
_____ CPSY 642: Child and Family Interventions
_____ CPSY 651: Advanced Individual Counseling Interventions
_____ CFT 609: Beginning Practicum
_____ CFT 609: Micro-Counseling Skills
_____ CFT 624: Group Psychotherapy
_____ CPSY 508: Topics in Latina/o Mental Health (elective/ required for Spanish Specialization)
_____ CPSY 626: Psych Services & Research with Latino & Sp Speaking Populations (elective/ required for Spanish Specialization

Area 2: Practica & Advanced Practitioner Skills (24 credits minimum)
Courses involve the provision of counseling interventions for clients in community settings. Activities include assessment, diagnosis, treatment, consultation, psychoeducation, evaluation, and referral for adults, children, families, and groups. *All courses required.*
_____ CPSY 609: Practicum (Adult)
_____ CPSY 609: Practicum (Adult)
_____ CPSY 609: Practicum (Adult)
_____ CPSY 609: Practicum (Child-Family)
_____ CPSY 609: Practicum (Child-Family)
_____ CPSY 609: Practicum (Child-Family)
_____ CPSY 609: Practicum in Bilingual Supervision (required 3 terms for Spanish Specialization)

Courses emphasize applied experience, although the courses uniformly require reading, review of research, and didactic learning. A variety of practicum and field experiences allow students to acquire the skills of a competent professional psychologist. Electives include externship experiences:
_____ CPSY 609: Externship (*optional*; strongly recommended)

Area 3: Assessment (courses required) (8 credits minimum)
_____ SPSY 672: Intellectual Assessment (*required*)
_____ CPSY 622: Psychological Assessment (*required*) (Pre-requisite - SPSY 672 Intellectual Assessment)
_____ SPSY 671: Behavioral Assessment (*optional*)
_____ CFT 622: Relational Assessment (*optional, 1 cr*)
_____ CPSY 609: Externship (an externship focused on assessment is strongly recommended)

Area 4: Pre-doctoral Internship (1 credit minimum)
The pre-doctoral internship is to be completed an at APA-accredited internship training site.
_____ CPSY 704: Doctoral Internship**
****Refer to Appendix H for enrollment guidelines.*

Domain 4: Professional Competencies (11 credits minimum)
Courses in this area help students learn the professional issues of practicing psychologists and the ethical standards to which counseling psychologists adhere. Courses focus on the integration of the science and practice of counseling psychology. Students also gain a beginning experience in teaching as a way of passing on their knowledge to a new

generation of professionals via supervised college teaching. *All courses in this area are required unless indicated otherwise.*

_____ CPSY 612: Professional Ethics + CPSY 610: Discussion (4)
_____ CPSY 613: Introduction to Counseling Psychology as a Discipline (3)
_____ CPSY 654: Supervision & Agency Administration (3)
_____ CPSY 607: Seminar in Supervision and Consultation (*optional,* must have taken CPSY 654*)*
_____ CPSY 602: Supervised College Teaching (1)

Elective Seminars or Courses (6 credits minimum)

A minimum of 165 credit hours is required for graduation. Students may need to add elective coursework to meet this requirement. Further, students are expected to identify a specialty area in graduate work. This section of the document provides you with a way of recording the electives that you take to meet the 165 hour requirement and that you take to support your specialty area. Additional courses in Psychological Foundations, advanced practitioner skills, or statistics and research methodology are highly recommended.

_____ CFT 628: Addiction & Recovery
_____ CFT 626: Human Sexuality
_____ CPSY 645: Health Promotion and Equity
_____ CPSY 626: Psychological Services & Research with Latino and Spanish speaking families
_____ CPSY 508: Topics in Latina/o Mental Health
_____ PREV 634: Implementation Science (3)
_____ SPSY 650: Developmental Psychopathology
_____ SPSY 610: Neuroscience for Educators (3)

Subject/Course #_____ Course Title:_____Credits _____
Subject/Course #_____ Course Title:_____Credits _____
Subject/Course #_____ Course Title:_____Credits _____
Subject/Course #_____ Course Title:_____Credits _____

ADVISING POLICIES & EXPECTATIONS

The CPSY program respects and adheres to the College of Education (COE) Advising Policy (Appendix D). Each student is assigned a counseling psychology faculty adviser once the new cohort is finalized. The adviser and student work together to oversee the student's academic progress and foster the student's personal and professional development.

The COE Academic Policies and Procedures Handbook outlines the following student and faculty responsibilities for advising:

Minimum student responsibilities include

- Arranging a meeting with the adviser to review the Program Plan
- Preparing for advising meetings by developing questions and/or documents for review
- Initiating an advising meeting fall and spring terms to review progress
- Following through on assigned tasks and self-defined tasks related to program milestones
- Use weekly doctoral seminar time to seek advising and information

Minimum adviser responsibilities include

- Assisting students with developing a Program Plan that meets program requirements
- Being available to meet at least once in each of the fall and spring terms with student to review his/her progress
- Reviewing student's performance in courses and practica and suggest corrective action if necessary

A healthy advising relationship will enhance your training experience and academic advancement. Your advising needs will change as you progress through the program. It is expected, therefore, that you regularly self-reflect to identify your advising and mentoring needs and articulate those needs to your adviser.

ADVISING OPPORTUNITIES

There are numerous, diverse ways by which students receive advising and mentoring during their time in the program. We recognize and value that advising and mentoring can come from assigned faculty advisors as well as from other faculty, supervisors, and student colleagues. Below are some of the ways you may seek advising and mentoring, advocate for your advising needs, and contribute to the success of our entire program community.

(a) **Doctoral Seminars/Docsem:** You will meet weekly for the entire academic year with your faculty adviser and student colleagues in a unique, 1.5 to 2 hour group advising setting that is designed to enhance your professional development and progress through the program, with a strong emphasis on research competencies. Students are expected to help develop the seminar schedule each term, present their ideas and needs to the seminar group, and give helpful feedback to their colleagues. The Docsem is a consistent advising and support structure in which you receive information, help, mentoring and feedback not only from your primary faculty adviser each week but also from your student colleagues. Similarly, part of Docsem is that you become an important source of advising and mentoring for your student colleagues.

(b) **Individual Advising Meetings:** You will meet individually with your faculty adviser throughout your time in the program. The minimum expectation per COE Advising Policy is to meet with your adviser one time in fall term and one time in spring term. The number of additional individual advising meetings will vary based on the student's needs and adviser's availability. Students are expected to use the doctoral seminar for the majority of advising needs, use all advising resources available to them to receive support, articulate their needs to their advisers, and follow-through with all tasks and deadlines determined with your adviser.

(c) **Program Wide Meetings:** Faculty and students will meet for occasional program wide meetings scheduled on an as needed basis. The purpose of these meetings is for faculty to provide program information relevant to all students, for students to provide feedback to faculty, and for students and faculty to dialogue about various training topics. Note that student representatives to the faculty meetings serve as ongoing advocates and sources of feedback and information.

COMPETENCY-BASED PORTFOLIO

PURPOSE

The doctoral comprehensive examinations are a requirement established by the Graduate School and represent an important milestone in your professional preparation. The format of our comprehensive examinations is a competency-based portfolio comprising tasks designed to assess your ability to communicate mastery and integration of knowledge in content areas that include (a) psychological foundations, (b) empirical foundations, (c) practice foundations, and (d) professional competencies. You must have an approved program plan on file prior to beginning competency-based portfolio activities.

> *The portfolio is more than simply a series of assignments covering all the academic course-based learning you have accumulated. It is also designed as a competency-based assessment of your ability to synthesize, apply, integrate, and communicate what you have learned in courses, practica, research activities, and other forms of independent learning.*

State psychology licensure boards expect psychologists to possess a common core of knowledge about the discipline of psychology prior to obtaining a license. In a similar fashion, the program expects counseling psychology students to possess a core of knowledge and skills prior to advancement to candidacy. This competency portfolio will cover content that was presented in the context of courses you have taken, assigned readings, or faculty presentations as well as content that allows you to synthesize your work across courses and other applied clinical, research and professional experiences you have had in the program. Portfolio requirements were developed with extensive input and feedback from our students.

DESCRIPTION

The competency-based portfolio includes a variety of written and oral tasks that are based on competencies expected throughout your training in our program. A common definition of a professional competency is "habitual and judicious use of communication, knowledge, technology, skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served" (e.g., Fouad, et al., 2009). Performance at an acceptable level presumes integration of multiple competencies. The competency portfolio has a number of requirements that need to be met and passed prior to advancing to candidacy or applying to internship. These requirements are outlined below. In addition, the teaching competency requirements must be met before actually *leaving* for internship.

The following is a brief outline of competency portfolio components and competency requirements.

Required prior to advancement to candidacy
1) Oral Ethics competency exam (this element can be completed prior to submitting the program plan)
2) Demonstration of knowledge of a Specialty Area in counseling psychology by writing an empirical manuscript and/or major *federal* grant application that you submit for faculty approval BEFORE you are eligible to complete the other competencies.
3) Diversity/Multicultural I paper
4) Theoretical Orientation I paper
5) Clinical Competency I - Individual Adult Interventions
6) Scientific Aspects of Behavior paper (includes the 4 psychological foundations areas)
7) Research Design/Statistics paper

Competency Requirements that must be completed prior to leaving for internship
1) Clinical Competency II – Child/Family Interventions
2) Clinical Competency III – Assessment
3) Demonstration of teaching effectiveness through completing the Teaching Competency. Submit your teaching portfolio no later than May 1st of the spring before you begin your internship.
4) Diversity/Multicultural II paper (Submit the essay that describes your multicultural development, competencies, and practice from your completed APPIC application to your advisor by October 15 of the year you apply for internship).
5) Theoretical Orientation II paper (Submit the theoretical orientation description from your completed APPIC application to your advisor by October 15 of the year you apply for internship).
6) Dissertation Proposal approval /evaluation form (signed).
7) MOU Memorandum of Understanding to Committee (Prepare a memo documenting your dissertation committee response to your oral defense of your dissertation proposal). Document any modifications to the proposed study, decisions made during the defense, and recommendations made by committee for the final product. This memo should be sent to each member of the dissertation committee within 3 weeks after the proposal defense, *after* the dissertation chair has approved the memo for sending to the committee.
8) Dissertation defense approval form (signed).

SUMMARY OF COMPETENCY REQUIREMENTS

*PLEASE NOTE: YOU SHOULD COMMUNICATE REGULARLY WITH YOUR ADVISOR ABOUT WHICH CLASSES TO TAKE PRIOR TO COMPLETING EACH COMPETENCY. THERE MAY BE SPECIFIC CLASSES THAT WILL HELP YOU BE MORE SUCCESSFUL AT COMPLETING THE COMPETENCIES.

COMPETENCY	TIMELINE
► 1. ORAL ETHICS COMPETENCY EXAM	EARLY WINTER TERM, FIRST YEAR
► 4A. THEORETICAL ORIENTATION PAPER I	MAY 1 OF SECOND YEAR
► 2. SPECIALTY AREA/MASTER'S PROJECT (SAP)	SECOND YEAR IF YOU WISH TO DO EXTERNSHIP THIRD YEAR
► 5A. CLINICAL COMPETENCY I - INDIVIDUAL ADULT	FINALS WEEK WINTER/SPRING, SECOND YEAR
5B. CLINICAL COMPETENCY II - CHILD/FAMILY	FINALS WEEK WINTER/SPRING, THIRD YEAR
5C. CLINICAL COMPETENCY III – ASSESSMENT	FINALS WEEK SPRING, THIRD OR FOURTH YEAR
► 3A. DIVERSITY /MULTICULTURAL I	THIRD OR FOURTH YEAR (AFTER SAP) SUMMER, 12+ WEEKS TO COMPLETE
► 6. SCIENTIFIC ASPECTS OF BEHAVIOR PAPER	THIRD OR FOURTH YEAR (AFTER SAP), SUMMER, 12+ WEEKS TO COMPLETE
► 7. RESEARCH DESIGN/STATS PAPER	THIRD OR FOURTH YEAR (AFTER SAP), SUMMER, 12+ WEEKS TO COMPLETE
4B. THEORETICAL ORIENTATION PAPER II (APPIC INTERNSHIP ESSAY)	NOV 1 OF THE TERM YOU APPLY FOR INTERNSHIP
3B. DIVERSITY /MULTICULTURAL II (APPIC INTERNSHIP ESSAY)	NOV 1 OF THE TERM YOU APPLY FOR INTERNSHIP
8. MOU TO DISSERTATION COMMITTEE	WITHIN 3 WEEKS AFTER DISSERTATION PROPOSAL DEFENSE
9. TEACHING COMPETENCY PORTFOLIO	BEFORE LEAVING FOR INTERNSHIP

► *REQUIRED FOR ADVANCEMENT*

Competency evaluation forms for portfolio components 1-7 are in Appendix F.

1. ORAL ETHICS COMPETENCY EXAM

The oral ethics exam is scheduled via the Ethics course. A two-member committee, typically consisting of the ethics course instructor and the student's advisor, will administer and evaluate the exam. If these are the same people, the advisor will select a second faculty member to serve on this committee. The 1-hour closed book/note, structured oral examination is administered early in the Winter term of your first year. The ethics class is offered Fall of your first year. You will be presented with two written case vignettes and will respond to dilemmas presented and answer questions pertaining to your analyses of the cases. Thirty minutes will be spent preparing BOTH written case vignettes followed by thirty minutes of oral response.

If you enter the program and have already taken an equivalent ethics course that covers the APA ethics code for psychologists, you are still required to fulfill this competency by the end of Winter term your first year and must schedule the exam with the ethics instructor and a second committee member. Students who fail the ethics comp will develop a plan for remediation with their advisor in consultation with the ethics instructor and the counseling psychology faculty, and will re-take the exam. A student who fails this exam twice may be dismissed from the program or will be placed on a mandatory remediation plan at the discretion of the faculty. *This exam must be passed prior to beginning practicum.*

2. SPECIALTY AREA PROJECT / MASTER'S PROJECT COMPETENCY OR "SAP"

Purpose

The purpose of this competency element is to provide you with experience in writing a publishable quality project and to give you greater opportunity to learn about a specific area of research "in depth." This non-thesis project may be on a topic area that you are considering for your dissertation, or it may be in an area that you have interest in pursuing further in the future. This project will assist you in learning technical social science writing and in formatting a paper for publication. This competency must be completed **prior to** writing the diversity/multicultural I paper (3A), scientific aspects of behavior paper (6), and the research design/statistics paper (7). This allows students an opportunity to receive feedback on their writing and research prior to these take home portfolio papers. Until this project is passed, you may not enroll in an externship experience or advance to candidacy.

If you enter the program with a bachelor's degree, your Specialty Area Project (SAP) will be your Master's project (not a thesis); if you enter with a Master's degree, you will complete a SAP. The Master's project has more restrictive criteria than the SAP and fulfills the SAP requirement. Note that a Master's project from another University or other degree granting program at the University of Oregon does not count to fulfill this competency.

Procedures

All students must have their SAP/Project **idea** approved by two CPSY faculty, the advisor and another CPSY faculty member. Your advisor will continue to be the person with whom you work to complete your project and who approves the final product. The SAP/Project Idea approval form is posted on the Current Students webpage and requires two CPSY faculty sign off on your idea. Once it is approved, be sure the SSC receives a copy of the form. The purpose of this policy is to provide consistency in SAP/Project evaluation and, as with your dissertation, to have your research reviewed and supported by more CPSY faculty. Most students will be asked to consult with the writing lab at the University of Oregon and/or with a professional editor (that charges hourly) to assist you with your professional writing. Expect to produce multiple drafts of the SAP/Project and allow time for advisor evaluation and feedback on each draft. The SAP must be passed and completed prior to enrollment in an externship, and prior to beginning the summer written competencies, and advancement to candidacy*.* A signed and completed SAP evaluation form must accompany the final copy that you turn in to the SSC. *Students should allow at least a full year to complete the specialty area project*.

Specialty Area Project Competency Options

The first 2 options may count as either a Master's project _or_ Specialty Area Project:
1. You may write an empirical research paper to fulfill this requirement. Selection of research methods and analyses should be done in consultation with your advisor. This paper is expected to be of publishable quality, as evaluated by your advisor, and may be supervised by your advisor or another faculty member. The paper may be a pilot study for your dissertation or a separate research project altogether.
2. A student who has extensive experience with data collection/analysis/empirical research may write a critical scholarly literature review that is of publishable quality.
3. Students may write a grant proposal to a federally funded granting agency. This proposal must include a literature review, methods, and data analyses section. The complete grant proposal and supplemental materials (e.g., measures proposed to be used, treatment packages, etc.) must be submitted to your advisor for the faculty to evaluate this work as meeting this specialty area competency. (This cannot count as a master's project but can be a Specialty Area Project)

The following options DO NOT count for the Specialty Area or Master's project:
1. A master's project from another University or other program at the UO that you have worked on WITHOUT consultation or collaboration with your UO advisor.
2. An independent research project, book, or paper that you wrote prior to entering the UO doctoral program.
3. A literature review from a class that has not been updated and formatted for publication both in writing style and content.
4. Editing another written project or manuscript without considerable revision that involves, for example, re-writing the literature review and running new analyses and results.
5. Your dissertation proposal.

3A. DIVERSITY/MULTICULTURAL I

For this competency, you will write a 15-page paper (with relevant citations) in APA format that uses the ADDRESSING framework (Hays, 2001) to describe your multicultural identity. You will provide critical self-reflection about your development of multicultural competencies over the past several years and your current assessment of your multicultural competencies, including your strengths and your areas for growth. You will include illustrative examples from your clinical and research experience that support your self-assessment. Integrate relevant models and theories throughout your response. Lastly, you will describe your plan for continued growth in multicultural competency over the next 5 years. Faculty will provide this question in June and the response is due at the beginning of fall term. This portfolio element is completed

concurrent with elements #6 and 7, after approval of the SAP, and must be passed prior to advancement to candidacy. Faculty may modify the content/specifics of this portfolio element.

Hays, P. A. (2001). *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors.* Washington, D. C. : American Psychological Association.

3B. Diversity/Multicultural II
For this competency, you will submit to your advisor your APPIC internship essay that describes your multicultural development, competencies, and practice. Submit your essay to your advisor and the SSC by November 1 the year that you are applying for pre-doctoral internship.

4A. Theoretical Orientation I
This competency is completed in the context of your adult practicum class and based on a class assignment. You will turn in and receive feedback on the class assignment before submitting it as your portfolio element. Details for the class assignment and evaluation forms for the assignment will be provided in the winter and spring course syllabi. See the Handbook Appendix F for a copy of the rating sheet that will be used to score the final paper that you submit as your Theoretical Orientation I portfolio element.

You will write a 3-5 page (maximum, does not include title page or references) statement of your theoretical orientation. Your statement should include: Description of major constructs and mechanisms or processes of change, the role of the therapist and the therapeutic relationship, central techniques and methods associated with your theory, how an observer would know this is your theoretical orientation, a brief empirical review of research conducted on the efficacy of interventions based on your chosen theory, and a critique of your theoretical orientation identifying the limitations of this theoretical approach. This paper must include citations and be presented in APA format. You may wish to draw from more than one theory, but may not extend the paper length to do so. Keep in mind that your theoretical orientation is a work in progress. You may adapt a previously written paper for this assignment, but the paper must reflect your *current* theoretical framework and must attend to the content described above. The Theoretical Orientation I portfolio element is due to the adult practicum instructor May 1. A score of 3 or more represents a 'pass" of this competency. Students will have one opportunity to re-submit this portfolio element by June 1 for adult practicum instructor review if you do not score a 3 or higher. This portfolio element must be passed in order to pass the Adult Practicum sequence and prior to advancement to candidacy.

4B. Theoretical Orientation II
For this competency, you will submit to your advisor and the SSC your APPIC essay that describes your theoretical orientation by November 1 the year that you are applying for pre-doctoral internship.

5A. Clinical Competency I - Individual Adult Intervention
This competency is completed in the context of your adult practicum class and based on a class assignment. You will turn in and receive feedback on the class assignment before submitting it as your portfolio element. Details for the class assignment and the evaluation form for the assignment will be provided in the winter and spring course syllabi. See the Handbook Appendix F for a copy of the rating sheet that will be used to score the final written paper that you submit as your Clinical Competency I portfolio element.

You will complete a formal oral and written case presentation of your clinical work with an adult client. Passing this written portfolio element will be reflected by scores of 3 or above on the written presentation. Students will have one opportunity to re-submit this portfolio element if you do not score a 3 or higher. The revised portfolio element is due to the practicum instructor as indicated in the syllabus for Adult Practicum for the corresponding term. . Note that this competency is completed as part of the adult practicum and is not linked to the timing of the SAP. This portfolio element must be passed in order to pass the Adult Practicum sequence and prior to advancement to candidacy.

5B. Clinical Competency II - Child/Family Intervention
This competency is completed in the context of your child/family practicum class and based on a class assignment. You will turn in and receive feedback on the class assignment before submitting it as your portfolio element. Details for the class assignment and the evaluation form for the assignment will be provided in the winter and spring course syllabi. See the Handbook Appendix F for a copy of the rating sheet that will be used to score the final written paper that you submit as your Clinical Competency II portfolio element.

You will complete a formal oral and written case presentation of your clinical work with a child/family client. Passing this written portfolio element will be reflected by scores of 3 or above on the written presentation. Students will have one opportunity to re-submit this portfolio element if you do not score a 3 or higher. The revised portfolio element is due to the practicum instructor when noted in the syllabus and must be passed in order to pass the Child and Family Practicum

sequence. Note that this competency is completed as part of the child/family practicum and is not linked to the timing of the SAP.

5C. CLINICAL COMPETENCY III - ASSESSMENT

This competency is completed in the context of your psychological assessment class and based on a class assignment. You will turn in and receive feedback on the class assignment before submitting it as your portfolio element. Details for the class assignment and the evaluation form for the assignment will be provided in the spring course syllabus. See the Handbook Appendix F for a copy of the rating sheet that will be used to score the final written paper that you submit as your Clinical Competency III portfolio element.

You will work with a confederate "client", or an alternative as determined by the course instructor, to conduct and write two reports on one full battery in the required formats; one professional-oriented report and a second report that is client-centered. The reports will include clinical history and DSM interview, one screen for organicity, one brief specific screen for mood, one screen for substance use, Wonderlic or WAIS short form, and MMPI-2. Evaluation criteria for the reports are presented in the psychological assessment syllabus and a copy of the rating sheet that the instructor will use to score this competency is provided in appendix F. Passing this portfolio element will be reflected by scores of 3 or above on both assessment reports. Students will have one opportunity to re-submit this portfolio element if you do not score a 3 or higher. The revised portfolio element is due to the instructor by Friday, finals week, 5PM. Note that this competency is completed as part of the psychological assessment course and is not linked to the timing of the SAP. This portfolio element does *not* have to be passed to advance to candidacy.

6. SCIENTIFIC ASPECTS OF BEHAVIOR

For this competency, you will write a 20-25 page (maximum) paper (with relevant citations) in APA format that integrates the aspects of behavior, including biological, social, individual difference, and cognitive/affective. Faculty will provide one question in June and the response is due at the beginning of fall term. The question will be integrative and broad. This portfolio element is completed concurrent with elements #3A and 7, after approval of the SAP, and must be passed prior to advancement to candidacy.

7. RESEARCH DESIGN/STATISTICS

For this competency, you will write a 25-30 page (maximum) paper (with relevant citations) in APA format that addresses a question prepared by the faculty. The question will require students to take a research topic area and design and briefly describe 5 research studies corresponding to the following categories: experimental, quasi experimental, correlational/causal comparative, longitudinal, and mixed methods. For each research design you will describe the research questions, variables, statistical analyses, and threats to validity. Faculty will provide one question in June and the response is due at the beginning of fall term. This portfolio element is completed concurrent with elements #3A and 6, after approval of the SAP, and must be passed prior to advancement to candidacy. Faculty may modify the content/specifics of this portfolio element.

8. MEMORANDUM OF UNDERSTANDING (MOU) TO DISSERTATION COMMITTEE

Prepare a memo documenting your dissertation committee feedback and response to your oral defense of your dissertation proposal. Document any modifications to the proposed study, decisions made during the defense, and recommendations made by committee for the final product. After your dissertation chair has reviewed and approved the memo, the memo should be sent to each member of the dissertation committee, the dissertation chair, and a copy provided to the SSC, within 3 weeks after the proposal defense.

9. TEACHING COMPETENCY REQUIREMENTS[2]

The teaching competency is met by passing the class CPSY 602: Supervised College Teaching and by completing a variety of additional activities for which you receive points. You must complete 3 "points" to pass this comp. A list of acceptable activities for this comp includes, but is not limited to the following:

- Making a class presentation of 75-90 minutes that you deliver in a course in which you are not enrolled (1 point);
- Teaching a course (3 points);
- Facilitating groups in a group teaching format through one entire term (1 point);
- Giving an oral presentation (not a poster session) at a state, regional, or national conference (that is different from a class presentation that you may have given) (1 point);
- Giving a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point).
- Participating for one-term in Rehearsals for Life (1 point limit only).

It is necessary that you be proactive in setting up these experiences. For example, a student who has the responsibility to teach a class would meet the requirement of this comp (e.g., 3 points). However, another student may choose 3 different

teaching opportunities (e.g., a lecture, a workshop, and a regional oral presentation on an area of specialty). Competency must be met by having at least **one (1)** lecture reviewed and critiqued by a faculty member or faculty-approved equivalent. If you choose to have additional lectures or presentations observed, they may be critiqued by the students/audience or by the Teaching Effectiveness Program (TEP) on campus, who will videotape your teaching and give you feedback. ***You must provide written documentation describing each qualifying activity (see program website or handbook for form) and provide evidence in writing of the evaluations and critiques you received*** (e.g., student evaluations and/or a letter from the TEP stating that you used their service). Presentation and public teaching skills will be part of this comp, as well as quality of content presented. The added benefit of this comp is that you will receive specific feedback on your presentation skills that will serve you on internship and during your job selection process. Passing the course CPSY 602: Supervised College Teaching requires the completion of a statement of teaching philosophy, which is described in the course syllabus. You may enroll for your required supervised college teaching credit prior to or simultaneously with fulfillment of this requirement, but should discuss this with your advisor and clarify what your teaching competency agreement is prior to registering.

Procedure
You will create a "teaching portfolio" that contains your lecture notes, evaluations of your teaching from each experience, overheads and handouts used, and feedback received. Written materials should include a brief statement of goals, objectives, and activities (e.g., topic, audience composition, and when, where, and how instruction was provided); you will be expected to provide evidence of the evaluations you received (e.g., student evaluations, TEP letter, audience feedback/critiques). Documentation that you have passed the Supervised College Teaching Course (checklist is included with the syllabus) and your statement of teaching philosophy should also be included in the portfolio.

Your advisor will sign the teaching comp form to verify each of the "3 points" and review your teaching critiques. Completed teaching comp materials will then be signed by the Program director. The teaching comp must be completed prior to leaving for internship, but does not need to be completed prior to advancing to candidacy. The only way to fail this comp is to not complete the requirements. Students who do not complete the requirements will be considered "not in good standing" and will not be considered eligible to begin the internship year. See Appendix G for the *Teaching Competency Plan and Evaluation Form or access it online at the CPSY student website at* https://education.uoregon.edu/counseling-psychology/cpsy-uploads.

In sum, the teaching competency is met by completing the following:
A) Pass the class CPSY 602: Supervised College Teaching and provide documentation
B) Attach statement of teaching philosophy (completed to pass CPSY 602)
C) Earn 3 teaching-activity points
D) Have 1 lecture reviewed by faculty or approved equivalent
E) Submit a brief descriptive statement for each teaching activity
F) Provide written evidence of teaching activities
G) Acquire signatures from your advisor and Program Director
H) Turn in copy of signed approval page to SSC and email scanned portfolio (entire portfolio) to the SSC and your advisor.

[2] Please note that faculty are considering a revision to the teaching competency portfolio element. You will be notified of changes to this portfolio element.

PASSING/FAILING THE COMPETENCY BASED PORTFOLIO & TIMELINE
Failure to pass any competency based portfolio item requires remediation and may affect your progression and status in the program. Administration of the summer competency based portfolio papers (3A, 6, and 7) will occur during summer, with questions provided approximately the 3rd week of June and responses due the first day of classes in September. There are no exceptions to the dates for completing the competency-based portfolio papers. Late responses will not be accepted. Missing the deadline constitutes a failure of that question. The summer competency based portfolio papers will be rated by a committee of two faculty members using the evaluation criteria and rating sheets provided in appendix F and on our website. A score of 3 or higher represents a 'pass" of the competency based portfolio paper. Incomplete responses will not receive a pass. Faculty have 15 business days to score your papers.

Failure of these **or any other competency elements** will require a remediation plan. For summer competency-based portfolio papers the remediation plan will include, at a minimum, a written response and an oral exam with the counseling psychology faculty. Remediation plans are individually tailored to address the student's situation and the nature of the deficits. Remediation requires substantial time and energy on your part as well as that of faculty. It can also delay your progression toward achieving other program milestones. Dedicating sufficient time and effort to completion of all portfolio elements is critical. Failure to successfully remediate any portfolio competency element is grounds for dismissal from the program.

Once summer competencies are passed, students may apply for Advancement to Candidacy, effective the term after competencies are passed. Refer to the Handbook's section on Advancement to Candidacy for more details. Once students Advance, they are eligible to register for Dissertation credits.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you require special accommodations for any portion of the competency portfolio for a specific disability, then you must provide a written request to your advisor and the Program director. To allow your committee sufficient time to respond, you must submit your request a minimum of 8 weeks before the competency elements are scheduled to be administered. (The only exception is for the oral ethics exam, first year in the program, for which accommodations must be requested a minimum of 1 month in advance). The request should specify the nature of the desired accommodations as well as documentation of your disability from the Accessible Education Center. The faculty must reach a unanimous decision regarding your request. You will be informed of the outcome of the request after the faculty meeting. Your request, along with the faculty response, will be placed in your student file as an official record.

APPEALS

You may appeal a comps grade to the full Counseling Psychology faculty. You must submit your concerns in writing and arrange to be heard at the next scheduled program faculty meeting. Should the faculty fail to support your appeal, you may make further appeals following the procedures established by the College of Education Policy B5 (http://education.uoregon.edu/governance/comprehensive-examination).

ADVANCEMENT TO CANDIDACY

ADVANCEMENT

The program faculty recommend you for Advancement to Candidacy upon passing the following components of the Competency-Based portfolio: (1) Oral Ethics, (2) SAP, (3A) Diversity /Multicultural I, (4A) Theoretical Orientation I, (5A & B) Clinical Competency I and II, (6) Scientific Aspects of Behavior paper, and (7) Research/Design Statistics paper. Advancement to Candidacy in the UO College of Education requires that Ph.D. students have demonstrated competency across the domains of professional standards, scholarly communication, and educational inquiry. In the Counseling Psychology Ph.D. program, the Competency-Based portfolio is used to determine advancement to candidacy and is the mechanism by which students: (1) demonstrate their knowledge and expertise in specific areas of study; (2) demonstrate integration of knowledge and skills including oral and written communication, in professional activities related to their scholarship and practice; and (3) demonstrate competence in their general and professional knowledge and their readiness to initiate their dissertation research project. First you must complete a form on the Program's Current Students webpage, called *CPSY Advancement to Candidacy*. You need to provide the dates when you completed and passed each required portfolio element. This form must be signed by your advisor. Then you complete the application for Advancement to Candidacy on-line at the UO Graduate School's "GradWeb" site at https://gradweb.uoregon.edu/main/main1.asp. Once you complete the on-line application, and return the completed form to the SSC, the coordinator will electronically confirm the information on GradWeb. A final form is created on GradWeb, signed by the Department Head and the Program director, and then sent to the Graduate School. The student, faculty advisor, and the SSC receive notice of successful advancement from the Graduate School via email. The student forwards this email to their GE business manager in order to receive their GE level promotion. All Advancement documents are kept in the student's confidential academic file.

COMPETENCIES & ADVANCEMENT CHRONOLOGY & CHECKLIST

	1. In early winter of first year, complete the **Oral Ethics Competency Exam** after the end of your Professional Ethics class (CPSY 612 + CPSY 610).
	2. Complete the **Specialty Area/Master's Project (SAP).** The SAP must be completed and approved by your advisor before you can begin competency areas **3A**, **6**, and **7** and before you can enroll in an externship. If you entered without a master's degree, this competency can also serve as your Master's project.
	5A. **Clinical Competency I – Individual Adult Interventions**: In winter or spring of second year, completed as part of your Adult Practicum class.
	4A. **Theoretical Orientation I**: In spring of second year, completed as part of your Adult Practicum class.
	3A. **Diversity/Multicultural I** paper: Cannot be started until after your SAP is completed. You will have 12 weeks in the summer to complete. Must be completed to Advance to Candidacy.
	6. **Scientific Aspects of Behavior** paper: Cannot be started until after your SAP is completed. You will have 12 weeks in the summer to complete. Must be completed in order to Advance to Candidacy.
	7. **Research Design/Statistics** paper: Cannot be started until after your SAP is completed. You will have 12 weeks in the summer to complete. Must be completed in order to Advance to Candidacy.
	Complete the Advancement to Candidacy form on the Program's "Forms for Current CPSY Students" webpage (under Program Milestones). Obtain Advisor signature and submit to the SSC.
	Initiate the on-line Advancement process on GradWeb, http://gradweb.uoregon.edu.
	Your Advancement Letter from the Graduate School is sent to you, your advisor, and the SSC via email ("Congratulations NAME on your advancement to candidacy . . ."). <u>Forward this email to your GE Business Manager for a GE Level promotion</u>. *Your new payment level will begin the term following your Advancement if you submitted your paperwork.*

DISSERTATION

COMMITTEE APPOINTMENT
The following must be completed prior to appointing a dissertation committee: (1) Complete items 1-7 in Competency Based Portfolio, and (2) Advance to candidacy (refer to appropriate section of handbook for further instructions). The Graduate School requests that your dissertation committee be appointed within one month of Advancement. It is strongly recommended that you appoint your dissertation committee the same term in which you Advance to Candidacy. Review the Dissertation Committee Policies on the Graduate School website http://gradschool.uoregon.edu/committee-policy, and then meet with your advisor to solidify your dissertation idea and identify potential committee members. Do not invite people to serve as committee members without consulting with your adviser.

To create your Dissertation committee, complete the *Dissertation Committee Creation* form on the Current Students Forms page of the CPSY web-site. Turn the completed form in to the SSC, who will then submit the information to GradWeb.

DISSERTATION PROPOSAL APPROVAL
You must defend your dissertation proposal by November 1st of the year during which you apply for internship. Consult with your advisor, typically the chair of your dissertation committee, about scheduling a date and time well in advance of the November 1st deadline to defend your dissertation proposal. Make arrangements with the SSC to reserve a room for your defense, obtain the *Dissertation Proposal Approval* form from the CPSY Program web-site, and have your committee sign the form, signifying that each member has approved your dissertation proposal. Your advisor will need to review multiple drafts of your proposal before it goes to your committee. Keep in mind that faculty are not on contract during the summer. If you have not submitted at least one complete draft of your dissertation proposal by May 1st of the spring prior to applying for internship, it is unlikely that you will be able to defend by November 1st and you may have to delay applying to internship See your "docsem" syllabi for details.

Dissertation Proposal Defense Attendance Policy
All committee members should attend the proposal defense. If there are extreme scheduling conflicts among the four committee members, the chair and 2 members (including the Institutional Representative) must be in attendance at the proposal defense. The advisor must approve scheduling the defense without the fourth member. The member not attending must provide a statement articulating that they have read the document, and provide feedback on the document. Students must consult with their advisor and the Program Director in the case of any other circumstances that prevent the required committee members to be present for the proposal defense.

Memorandum of Understanding (MOU)
After the proposal defense, the student must prepare the Memorandum of Understanding (MOU). This memo should document your dissertation committee's response to your oral defense of your dissertation proposal. Document any modifications to the proposed study, decisions made during the defense, and recommendations made by committee for the final product. After your dissertation chair has reviewed and approved the memo, the memo should be sent to each member of the dissertation committee, and the dissertation chair. Once all is complete and approved, the student should submit the signed Dissertation Proposal Approval form and the MOU to the SSC within 3 weeks after the proposal defense.

ENROLLING FOR DISSERTATION CREDIT & INTERNSHIP CREDITS
Students may enroll in dissertation credits after Advancing to Candidacy. All students must complete a minimum of 18 dissertation credits. Make sure that you comply with continuous enrollment requirements established by the University. Students making satisfactory progress toward the completion of the dissertation will receive a grade of Incomplete for 603 Dissertation each term; the Dissertation Incompletes are replaced by a grade of Pass by the Graduate School only after the Internship is completed and the Graduate School has awarded the doctoral degree. We strongly encourage students to defend their final dissertation prior to leaving for pre-doctoral internship. Enrollment for Dissertation and Internship credits varies depending on when you defend your final dissertation. For details about enrolling, please see the 'Registration Policy' and student-created Guide in Appendix H.

RESEARCH COMPLIANCE
If your research includes human subjects and requires the human subjects review process, it must be successfully completed before beginning your project. This requirement applies no matter where the research is actually conducted, or who is solicited for participation. *You may not begin any part of your data collection activities or solicitation of research participants until the Office for the Protection of Human Subjects has approved your proposal. The OPHS is commonly referred to nationwide as the IRB, the Institutional Review Board. OPHS is the UO IRB and these terms are used interchangeably*. Procedures for approval of human subjects research can be obtained from http://humansubjects.uoregon.edu/ or call (541) 346-2510.

In 2007, education requirements (called CITI) were added to the research approval process and require you to complete a series of on-line education modules on the protection of human subjects in research. This training is completed in the context of the CPSY 620 Social Science Research Design course taken fall of your first year. Allow time to complete these modules prior to submission of a research proposal. Modules are accessed on-line via the website listed above. Important note: If you are working with an existing data set that received prior approval, you will need to coordinate with the lead researcher on the dataset to make sure you are authorized to use it and have been approved through IRB. Approval depends upon the nature of the existing data set.

ACCEPTABLE TOPICS & METHODS

The dissertation must be an empirical investigation that must make a contribution to the existing knowledge base in a topic area related to the specialty of Counseling Psychology. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of the practice of Counseling Psychology. In its completed form, the dissertation will be judged largely upon the ability of the candidate to: (1) review and make critical use of the theoretical and empirical literature; (2) formulate research questions that emerge logically from existing literature; (3) design an original investigation that generates or utilizes data to answer the research question; (4) collect, accurately analyze, present and interpret the data; and (5) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic. Topic areas and research methods must be approved by the chair and must be in a topic area and use research methods within the general expertise of the chair (your advisor).

We recognize the rich diversity of methods available to our discipline that facilitates the generation of scientific knowledge. While program faculty members are open to a range of scientific methods, students may only utilize methods: (1) for which they have sufficient training; (2) that can be adequately supervised by the chair and doctoral committee; and (3) for which they have committee approval. You must work closely with your advisor/chair in the development of the dissertation study. The dissertation topic must be within the chair's area of expertise, as defined by the chair.

FORMAT OF THE DISSERTATION DOCUMENT

The Graduate School provides information that details University standards and requirements for the final dissertation. Your dissertation must contribute significantly to knowledge and show a mastery of the literature consistent with the standards outlined in the *University of Oregon Thesis and Dissertation Style and Policy Manual* http://gradschool.uoregon.edu/thesis-dissertation/style-manual.

The Graduate School accepts dissertations electronically. Graduate students upload a PDF copy of their dissertation via the secure website hosted by ProQuest/ETD. Dissertations will be entered into the UO Library catalog, but there will no longer be a paper copy placed on the shelf; Scholar's Bank will be the official university repository for dissertations. Therefore, ask your advisor if you need to provide the program with a paper copy.

Students will find the submission instructions and forms on the Graduate School's web site under Writing and Submitting the Dissertation (http://gradschool.uoregon.edu/policies-procedures/doctoral/dissertation) and Thesis/Dissertation Submission (http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission).

To ensure faculty approval of the final document, students are required to obtain faculty signatures on the "Thesis/Dissertation Submission Form & Document Approval" form found on the Graduate School's website (http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission). Signatures must be original (no electronic signatures or faxed forms).

Students will have access to assistance with technical issues, such as conversion to PDF and other software issues, through the UO Library's Center for Media and Educational Technologies (CMET) (http://libweb.uoregon.edu/cmet/). The Graduate School has modified pagination and margin requirements to make formatting more in tune with electronic document conversion. The Style Manual for Theses and Dissertations has been updated to reflect these changes. Graduate School approval is required for the *format* of your Dissertation.

SCHEDULING THE FINAL ORAL DEFENSE

Many students find this process confusing. Carefully review the information below and ask the SSC if you need clarification.

See the Graduate School's website for the deadlines (http://gradschool.uoregon.edu/deadlines-doctoral) and necessary forms (http://gradschool.uoregon.edu/policies-procedures/doctoral/defense) associated with your application for degree and final defense. You may defend your dissertation only in spring term before you leave for internship or any time during fall, winter, or spring terms of the internship year. Keep in mind that when your committee reviews your dissertation document your committee may require additional changes and that these changes may require you to postpone your defense date. It is your responsibility to allow ample time for your committee to read your dissertation and for you to make any necessary

changes, and as such you are required to turn in your completed dissertation – which has been approved by your advisor - to your committee members **four (4) weeks** prior to the final defense date. Note that the Graduate School requires that you submit your completed dissertation to your committee members three (3) weeks prior to your defense date. The CPSY faculty require four (4) weeks to ensure there is adequate time to carefully review your document before agreeing that you're ready to defend.

Students are asked NOT to provide any food or beverage whatsoever (even water bottles) for committee members at proposal meetings and dissertation and thesis defenses. Faculty do not expect it, and the power differential in the student and faculty professional roles may lead to ambiguity, or to a perception of coercion within this process.

*Procedures for defending***:**
The Graduate School website states "You are required to graduate during the term of your defense." *This is not true for CPSY students going on internship after defending the dissertation, and the Graduate School is aware of this exception.* You do not need to do anything beyond the procedures outlined here to inform the Graduate School of your unique circumstance.

1. During FALL TERM, review doctoral policies and procedures, available at the following web site: http://gradschool.uoregon.edu/policies-procedures/doctoral.

2. Register for the appropriate number of Dissertation (CPSY 603) and Internship (CPSY 704) credits based on when you're planning on defending (see Appendix H for specifics), specifically 3 credits the term before and the term of your defense.

3. Check the Graduate School's deadline, and submit an Application for Advanced Degree through GradWeb's "Oral Defense" menu. (Check the Graduate School web site for completion deadlines—you must complete the Application for Advanced Degree by the deadline during the term you are defending, not the term you are graduating - http://gradschool.uoregon.edu/deadlines-doctoral). Because of internship, you will *not* graduate the term you defend. For your "Expected Graduation Term" date on GradWeb, you will use the date when your internship ends. Most internships end in late August, so you will most likely select "summer" term of the year you will graduate (even if you plan to participate in the Spring graduation ceremony). (Note: if you have not passed your oral defense, you cannot participate in the Spring graduation ceremony). If you are defending your dissertation the spring before internship begins, when you apply for the advanced degree you will not be able to enter the accurate graduation date, so you will have to call the Graduate School to have them ok it.

4. Check the Graduate School's deadline for last possible day to file for final oral defense. Keep in mind that the date of your defense will have financial implications for you (e.g. a finals week defense counts as a defense during the following term). Confirm defense date/time/location availability of all committee members approximately four (4) weeks before defense.

5. Contact the SSC to reserve a room for your defense.

6. Once you have completed your Application for Advanced Degree using GradWeb, you will be permitted to complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense (http://gradschool.uoregon.edu/policies-procedures/doctoral/defense), also found on GradWeb. Once you complete the Confirmation of Agreement to Attend Oral Defense, emails are automatically sent to all your committee members asking them to confirm attendance. *This confirmation also requires that the committee has read your dissertation and believes that the document is ready to defend*. Once they confirm, the Graduate School's system generates the last required from, the application for Final Oral Defense for Doctoral Degree, as outlined below.

    a. By entering the Oral Defense module you are indicating your readiness to schedule an oral defense. You should have obtained, at this point, provisional agreement from your doctoral committee members that they will be available on the specified day and time you wish to hold your defense.

    b. Please be sure to allow yourself enough time to complete the online process so that you and your committee members can complete all steps required to meet the deadline for submitting your final dissertation document to the Graduate School, which is three (3) weeks prior to your scheduled defense.

To allow your committee time to review your dissertation, we require that you submit your final draft to each committee member at least four (*4) weeks* prior to the date you have set for your final defense. This enables the committee to have one week to thoroughly review your document and assess your readiness to defend before agreeing to attend your defense.

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c. If one of the inside committee members is unable to attend the final defense, you will have the option to choose Waiver of Attendance as a part of the online process. Only one inside member may waive attendance at the defense, never the chair or the outside representative. The faculty waiving his/her attendance must agree to read the dissertation prior to the defense and submit any questions directly to the chair of your committee. There is a final letter that you must prepare for the faculty member who waives attendance; see http://gradschool.uoregon.edu/policies-procedures/doctoral/waiver-of-attendance.

d. Once all of the committee members have confirmed that they will attend, the Graduate School will send you a notification email, and the SSC will be sent an automatically generated Application for Final Oral Defense for Doctoral Degree form. The SSC prints this form, obtains the necessary signatures, and submits it to the Graduate School. The form must be generated and submitted to the Graduate School no less than **three (3) weeks** before the date of the final oral defense. Your dissertation title cannot be changed after this point.

7. After your defense, give your signed Certificate of Completion to the SSC (received from your advisor at your defense). A copy will go in your file and the SSC will send the original to the Graduate School.

8. In the same quarter in which you defend, you must upload your completed (with revisions) and approved dissertation by the Final Acceptance Deadline (See Doctoral Degree Deadlines: http://gradschool.uoregon.edu/deadlines-doctoral). Exact dates differ for each term, but this deadline falls approximately two weeks prior to the end of the term. If your committee requested revisions during the defense (and they almost always do!) then you must complete the revisions and give your advisor (and sometimes committee members) time to review and approve the revisions before the deadline.

9. Have your Committee Chair (and co-chair if applicable) sign the Thesis/Dissertation Document Approval form for the Graduate School, https://gradschool.uoregon.edu/sites/default/files/SubmissionDocumentApprovalAug12.pdf. This must be actual signatures and not electronic signatures by both you and the faculty. This form states that your committee approves your final dissertation. Please see http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission for more details. You may leave this form with the SSC at the time of your defense, who will then date it and send to the Graduate School at the time of final submission. This typically occurs during the summer when faculty are not on contract and may not be in Eugene. It is your responsibility to communicate with your advisor regarding review of your final document and signing of the form.

10. After your final internship evaluation is received by the program and the Grad School survey is complete (http://gradschool.uoregon.edu/sites/default/files/SED1112_fr.pdf), the Graduate School will confirm with the program that all degree requirements have been met and will then change all Dissertation Incompletes to a grade of Pass. You are now finished with your degree!! Once the Registrar receives this notice from the Graduate School, your transcripts will be complete. This update may take 8-10 weeks from the end of summer term.

OBTAINING 'ON-LEAVE' STATUS DURING THE INTERNSHIP YEAR

The UO Graduate School policy for on-leave status during your pre-doctoral internship year is located in Appendix H. The policy also provides guidelines about registering for dissertation and internship credits.

Students who have received an internship assignment and successfully defended their dissertation prior to leaving for internship can apply for up to three terms of "on-leave" status during their internship year. They will not be required to register or pay tuition and fees during these terms. These same students must register for 1 credit of "Internship" the Summer term in which they complete their internship and graduate. Approximately 3 weeks before your defense, complete the graduate school application for "on-leave" status for the following remaining winter or spring (available on the CPSY Student website).

Students who have not completed their dissertation prior to embarking on an internship must continue to register for a minimum of three (3) credits of "Dissertation" until they successfully defend their dissertation. Once they have defended their dissertation (either in Fall or Winter of Internship year), they become eligible for "on-leave" status as described above and will be required to register for only 1 credit of "Internship" during the Summer term they complete their internship and graduate. These are Graduate School requirements.

FAILURE OF INTERNSHIP AFTER SUCCESSFUL DISSERTATION DEFENSE

In some cases, students will have completed and defended their dissertation prior to the internship year. All students are required to successfully pass their pre-doctoral internship in order to graduate from the doctoral program in counseling psychology. Failure to complete and pass the internship will result in one of two options: (1) remediation with consultation from the internship site training director or (2) dismissal from the program.

SUMMER AVAILABILITY OF FACULTY

Students may schedule the dissertation defense at any time during the academic year, including during dead week and finals week of Spring Term. Counseling Psychology Program faculty members receive no compensation for student advising during summer months, even when they are contracted to teach summer courses or are funded by research grants. You should expect that the availability of individual faculty members will be nominal during the summer term and will vary greatly among faculty members. Always consult with your advisor about summer availability.

CLINICAL TRAINING

PRE-INTERNSHIP CLINICAL EXPERIENCE

The Counseling Psychology Program requires 2 academic years of practicum training and a supervision practicum and strongly recommends externships. The first practicum involves a three-term sequence of providing clinical interventions to adult clients (ages 17+) individually, in small groups, or in couples. These practica occur at the University Counseling and Testing Center, the Oregon State University Counseling & Psychological Services, or other community agency settings that serve adult clients. Placements are determined via a process led by the Adult Practicum Coordinator. Your second three-term sequence of clinical coursework focuses on providing interventions to children and families in the community via the Child and Family Center (CFC).

Students are eligible to seek clinical externships after passing adult practicum and after completion of the Specialty Area Project. The vast majority of students complete clinical externships. Child/family externships should not be sought until after completing the child and family practicum. The externship experience allows students to (a) gain clinical or assessment experience at a program-approved site and (b) receive consistent supervision from a licensed psychologist or other highly qualified site supervisor who is approved by program faculty. Externships are arranged by the student, with the approval of your Advisor and the Program director (see Externship Agreement template on the *For Current Students* website). Never commit to an externship without first determining your workload for the coming year, discussing this with your advisor, and obtaining approval of your advisor. Information about the number of externship credits you may register for during the 9-month academic year is provided on the Externship Agreement template. Note that externship supervision must include direct observation as indicated in the externship agreement template. If you are completing a summer externship during the summer term, **you must register for 1 credit of externship** unless your clinical work is taking place at the Child and Family Center. In that case, see below. These additional experiences help consolidate your practice skills and gain experience important to securing a pre-doctoral internship. Students may not complete externships until the Specialty Area Project is complete.

If you are registered for externship credits, then your clinical or assessment hours are 'program sanctioned.' This term is important and relevant to the pre-doctoral internship application process.

Clinical and assessment experiences that are not completed for externship credit may still be 'program sanctioned.' If you are interested in having one of your experiences count as 'program sanctioned', but that experience does not currently meet all the externship contract requirements (for example, it is a paid position), complete a "Request for Program Sanctioned Hours" form (see *For Current Students* website) and present this form and documentation to the Program director for faculty review and consideration. Show the form to your supervisor at the beginning of your experience so that your supervisor is aware of the expectations. The completed form should be submitted AFTER the experience is completed and requires that your supervisor initials and signs the form indicating, for example, that any ethical concerns were brought to the attention of the program director.

After you have passed your practicum experiences and prior to internship, you will enroll in CPSY 654: Supervision and Agency Administration, which includes a practical component as well as 1-2 additional optional terms of supervision experience. All supervision and consultation and other clinical experiences should be documented in preparation for internship applications and, later, psychologist licensure applications.

Students who have completed the child/family practicum at the CFC, and wish to continue providing clinical work at the CFC, should register for CFC Prac credits (not externship credits) once approved by the CFC practicum instructor.
In order to provide continuity of care, students who have completed the child/family practicum at the CFC are expected to continue to provide clinical work at the CFC the following summer. During the summer, students should complete a CFC Internship Agreement, but do not register for credits. During fall, winter, or spring, students do not need to complete an agreement, but should register for CFC Prac credits (not externship credits) once approved by the CFC practicum instructor.

SPANISH SPECIALIZATION

Students who enter the program with sufficient Spanish language competencies may be eligible to enroll in the Spanish Language Psychological Service and Research specialization. There may be opportunities to work with Spanish speaking clients at some practicum or externship sites, and students will receive supplementary supervision in Spanish. See Appendix N for details.

EXTERNSHIPS (ADDITIONAL ADULT CLINICAL WORK)

The following policies have been developed concerning clinical experiences gained outside the required practicum experience and before starting the Pre-doctoral Internship.

1. Externship credits can be arranged, first with the approval of your advisor and then the Program director, at your initiative. Once you identify a site, you must obtain a signed training contract, which includes maintaining liability insurance coverage (Proof of Coverage kept by the SSC). The contract specifies (among other points) arrangements for malpractice liability, specification of on-site supervisors and their qualifications, that direct observation (in vivo observation including co-therapy, digital/electronic recording review, and/or audiotape review) will be part of supervision, and the number of hours of service you will provide. The form can be downloaded from the *For Current Students* webpage. **The completed and <u>signed</u> externship agreement must be turned in to the SSC before you can be cleared to register for externship credits.**

2. Your Advisor and the Externship Instructor (Program director or designated CPSY faculty member) must approve proposals for Externship credit. Once your advisor reviews the arrangements, assures that all the elements are in place, and signs the externship agreement form, then you will turn it in to the Externship Instructor. Your Externship Instructor serves as the instructor of record for the academic credit (which is taken as CPSY 609: Externship, pass/no pass). Generally, one academic credit is earned for each commitment of 4 clock-hours per week. In addition, approximately 40% of all clock hours should be client contact, and one hour of supervision (individual or group) should be provided for each five hours of client contact. You may not receive externship credit for paid hours. *To receive a grade of 'Pass' for externship credit, you must provide the Externship Instructor with your final signed log of clinical hours and a signed evaluation written by your site supervisor.* If you do not turn in these materials **by 5 pm Thursday of finals week each term (Monday noon for summer externships)**, you will receive an 'Incomplete' grade for your externship until the appropriate paperwork is turned in to the Externship Instructor.

3. Obtaining documentation of the clinical hours gained through an externship is your responsibility (sample logs are available on the *For Current Students* website). Your on-site supervisor must sign off on forms detailing documentation of your hours. You are also responsible for placing a copy of this documentation in your permanent file. When you apply for the pre-doctoral internship, this documentation along with all of your other clinical documentation will allow the Director of Clinical Training (DCT) to be able to sign off on your clinical hours earned as academic credit.

4. Externships will be approved only for students who have successfully completed and passed the Adult Practicum and completed the Specialty Area Project. Students are expected to prioritize the Child and Family Practicum during third year and must defer externships to their fourth year or limit third year externships to commitments that do not reduce their availability for Child and Family clients. Consult with your advisor and program director before seeking a third year externship.

5. The University does not allow students to register for course credit for paid work completed. However, paid clinical or assessment work hours may count as 'program sanctioned' pending faculty approval. If you would like faculty to consider your paid clinical or assessment work at a local site as program sanctioned, follow directions on the "Request for Program Sanctioned Hours" form (see For Current Students website, Prac & Externship Forms section), present the form to your supervisor *early in your experience* so that they are apprised of the program's expectations, and present this completed form and documentation to the Program director for faculty review and consideration when you have completed the experience. If your work will continue through the year you apply to internship, apply for Program Sanction for the hours you will obtain before November 1st.

6. Students seeing clients during the summer outside of the CFC or a paid position must register for 1 credit of externship.

DOCUMENTATION OF TRAINING EXPERIENCES

Passing practicum courses requires that you complete the logs required for each course (see forms on the Current Students link on our website). Because you will be required to provide extensive documentation of all of your clinical experiences when you pursue licensure, it is a very good idea for you to become familiar with the forms and the information different states require before you start your internship. Similarly, you must extensively document all clinical experiences you obtain prior to internship because this information will be required for the internship application process. It is extremely difficult to reconstruct this information later, so **make sure you get in the habit of excellent documentation**. The documentation required for the application to internship is updated annually, but it is wise to review the nature of the documentation so that you can be sure you are recording the kinds of information that will later be required (see http://www.appic.org/). Other examples of documentation forms are provided on the CPSY program website or you can explore using software programs such as Time2Track. You may need your documentation 30 years from now when you move to another state or decide to pursue new credentialing. The University archiving system does not allow for maintaining all of the records that we collect from you throughout your time in the program, so plan to maintain these documents throughout your career.

INTERNSHIP

PURPOSE & DESCRIPTION

"The internship is an essential component of doctoral training in professional psychology. Internships should provide the trainee with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling and awareness of administrative structures. The internship is taken after completion of relevant didactic and practicum work and precedes the granting of the doctoral degree. The internship experience is crucial preparation for functioning as an independent professional. It should be an intensive and extensive experience related to the graduate program's training objectives, and should further the development of the knowledge, skills, and sensitivities [specified as requirements for doctoral training in Counseling Psychology]."

--American Psychological Association (1986). Criteria for Accreditation of Doctoral Training Programs and Internships in Professional Psychology.

Your dissertation and your internship are the "capstones" of your scientist practitioner training.

INTERNSHIP READINESS AND PLANNING

The faculty determine whether or not you are ready for internship. Readiness includes that you have successfully completed both the adult and child/family practicum sequences and passed all of the credits associated with these practica. You must also have received a positive annual evaluation that documents appropriate clinical skills and good standing in the program the spring before you apply for internship. Additionally, you must notify faculty that same spring term of your intention to apply for internship in the fall. Lastly, you MUST HAVE your dissertation proposal successfully defended by November 1 of the year that you apply for internship. **Students who fail to defend the dissertation proposal must withdraw from the internship application/match process.**

If the faculty approve your plan to apply, early in the fall term the program Director of Clinical Training (DCT) (not necessarily the same person as the Program director (TD), must verify that you are a student in good standing, that you have completed (or will complete) all course requirements before your internship begins, that you have advanced to candidacy, and have successfully defended your dissertation proposal. The DCT is also required to verify your clinical experiences and to provide a summary of your strengths and weaknesses. The verification process can only be initiated after (1) you provide all associated materials to the DCT (listed below but watch for updates) and (2) you provide the required information to APPIC via the Portal, which results in an email to the DCT allowing access to the verification process (see http://www.appic.org/). Do so by September 15 of the fall in which you apply. The verification process takes several hours per applicant.

Planning for internship includes budgeting for the costs of applying, traveling to interviews, and moving. We recommend that you **very carefully re-read** through this section of the Handbook in the **winter term prior** to applying for internship.

INTERNSHIP APPLICATION

The internship application process is competitive and in many ways as complex as the original application process for graduate school. Notification of internship match takes place each February, with the internships generally beginning the following July, August, or September. It is very important that you are aware of application deadlines for the particular sites that interest you. You will find most of these deadlines are between October and December of the year before you begin the internship. Every internship requires a 2,000 hour (typically 12-month full time) commitment.

** *Applications require a specific form (APPIC), letters of recommendation using a standardized reference form, transcripts, and a professional curriculum vita, written answers to essay questions, sample assessment reports, fees, and telephone or on-site interviews. Our program's APPIC number is 444.*

Students should plan to devote a great amount of time and energy to applying for internships. **The excellent clinical training you receive prior to internship will be obfuscated by poorly prepared application materials.** Compiling your hours, selecting sites to apply to, and writing internship application essays is time consuming: Triple your estimates. For faculty, writing your letters of recommendation and completing the DCT verification process are also very time consuming. To ensure that your application materials are completed on time, by September 15th of the year you apply to internship, provide your advisor and the DCT with the following materials:

1) A complete list of APA-accredited sites to which you are applying, in electronic form, that includes names and contact information for each site, deadlines, information about the site that you want letter-writers to know (e.g., "child/family site" or "emphasis on multicultural competencies") and the type of site it is (community based mental health, hospital, VA, prison, university counseling center, etc.).

2) A copy of your APPI form documenting your clinical experiences and hours you are claiming, and a completed "Internship Application Summary of Hours" form (see Current Students website under Internship Application forms).-- along with an explanation of those hours for the DCT.

3) A list of your own strengths and growth areas that you will be sharing with your internship sites. Consult with your advisor about these before you submit them to the DCT.

4) An electronic copy of the Standardized Reference Form-Revised in which you have added all the relevant information and provided details in each section related to that content area.

5) Your updated CV

6) Drafts of your internship essays.

. Remember: The DCT cannot begin the time-consuming process of completing your verifications online until you have initiated the application process with APPIC and identified your DCT. That will generate an email to the DCT allowing access to complete the verification. Initiate this early. If you have applications due in late September or early October, submit your materials earlier!

There are several important resources you may wish to consult: *Association of Professional Psychology Internship Centers (APPIC)* provides information about all APA approved internships, including the number of funded positions, type of experiences, salary, and size of staff.

-The *American Psychologist* publishes a list of all APA-accredited internship sites each December.
- the MATCH NEWS listserv: https://www.appic.org/E-Mail-Lists/Choose-a-news-list/Match-News
- the INTERN NETWORK listserv (note: participating on this listserv may have side effects including elevated anxiety, sleeplessness, and agitation so use your best judgment: https://www.appic.org/E-Mail-Lists/Choose-a-discussion-list/Intern-Network)
Williams-Nickelson, Prinstein, & Keilin's (2012) *Internships in psychology: The APAGS workbook for writing successful applications and finding the right fit* (3rd ed.)
-your docsem peers who have successfully applied and gone on to greatness will gladly give you advice

You should become familiar with APPIC's specific standards and policies for internship application and selection published each year in the APPIC directory. Failure to carefully follow these policies is considered a violation of professional conduct by the program faculty and by the internship sites to which you have applied. Please be sure you know the rules and follow them! The APPIC Internet site is: http://www.appic.org/.

Don't forget to provide the SSC and your advisor with your Diversity/Multicultural II Competency and your Theoretical Orientation II competency (the essays submitted as part of your APPIC).

BEFORE YOU SUBMIT YOUR APPLICATIONS

Consult with your advisor to confirm the appropriateness of the sites to which you are applying and the number of applications you are submitting. Be sure to check the requirements of the state and the setting in which you eventually plan to work as a psychologist for specific requirements concerning internship training. Because most internship sites favor students who are further along in the dissertation process, the faculty **strongly** encourages you to complete your dissertation by the spring prior to beginning your internship.

You will complete your internship training at sites that are accredited by the American Psychological Association (APA). There are currently a total of 7 APA-accredited internship sites in the state of Oregon: the University of Oregon/University Counseling and Testing Center (in Eugene); Oregon State University/Counseling and Psychological Services (in Corvallis), and several in the greater Portland area (Oregon Health and Science University- University Center for Excellence on Developmental Disabilities/Child Development and Rehabilitation Center; Morrison Child and Family Services; Portland Veteran Affairs Medical Center; Pacific University School of Professional Psychology- Pacific Psychology Clinic; and George Fox University- Integrated Care Internship); however, the majority of students will be required to leave Oregon their internship year. You should apply to *at least 10* sites for which you are best suited to maximize your chances of being invited for interviews and selected as an intern. There is an annual meeting designed to help you prepare for the application and interview process. Currently, there are not enough accredited internship positions to meet the demand for internships by applied psychology programs across the United States, and each year there is a significant number of students who do not get placed.

We strongly recommend AGAINST applying to non-APA accredited sites. Completion of a non-accredited internship may affect your ability to be licensed as a psychologist. It requires a considerable amount of work on your own initiative. You must submit a proposal to apply to a non-accredited internship to the Program director **before applying** to a non-APA accredited site and, if approved, an updated proposal **before accepting** a non-accredited internship. Our accredited status

means that the program must verify that the unaccredited site meets the standards specified in the APA Standards of Accreditation (http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf). Whether the program faculty approve this proposal depends on how equivalent the proposed training experience is to the standards expected of an APA-accredited internship. Decisions about the appropriateness of non-APA accredited internships are made jointly by the Program director and the program faculty.

ENROLLMENT DURING INTERNSHIP
Appendix H provides the official UO Graduate School Policy regarding enrollment during your internship year.

INTERN EVALUATION
The Director of Internship Training and/or primary supervisor at the internship training site will provide a detailed evaluation of the intern's performance at the agency at mid-year and a final evaluation at the completion of the internship. All evaluations must be sent to the Director of Clinical Training. The Director of Clinical Training and your advisor will review the evaluations of your work submitted by the primary supervisor(s) at the training site. Final evaluations and verification by the internship site determine whether you have passed internship. Internship training is considered complete only after all site requirements have been met, hours have been completed, and you have been determined to pass the Internship. The Graduate School requires documentation from your internship site (via the CPSY Director of Clinical Training) that you completed and passed your internship. When the DCT has received documentation of successful completion and notified the Graduate School, the DCT can change your internship grade(s) can be changed from "I" to "P". (Only after notification of passing internship and receipt of final dissertation will the Graduate School change your dissertation credit "I" grades to "P" grades.)

ETHICAL/LEGAL VIOLATIONS
The academic department reserves the right to remove an intern from a site who does not comply with the training standards as outlined in the intern/site-training contract. Careful documentation of your training experiences as they occur is essential. Your training site should have specialized forms for documenting your clinical hours. If not, develop your own weekly log or use those with which you have become familiar in CPSY practica. All logs should indicate the number of "clock" hours of client contact, supervision, and "other" activities and should always be signed by your primary clinical supervisor. If you have concerns about internship training that you are receiving or your progress on internship, consult with the appropriate personnel at your internship site and with your program Program director.

DEFINITIONS USED FOR DOCUMENTATION OF CLINICAL EXPERIENCE
Client Contact Hours: Those hours in which you deliver psychological services directly to a client (or supervision services directly to a supervisee). You are responsible for consulting the APPIC website for updates to definitions.

- Activities that count toward client contact hours:
  --counseling sessions
  --consultation sessions
  --intake interviews (but not the writing time after the interview)
  --counseling groups that you lead or co-lead
  --providing supervision, when you meet with the supervisee (but not review of recorded sessions without the supervisee present)
  --psycho educational workshops when you are delivering the workshop
  --psychological testing and test interpretation when you work directly with the client (not time used to score the instruments when you are not in contact with the client)
  --telephone contact when the purpose is primarily the delivery of services
  --emergency coverage hours in which you actually work with a client
  --participant/observer activities, such as sitting in on intakes and school observations, count **only** in cases where the primary responsibility for the activity was yours
  --teacher consultation and school-based clinical work

- Activities that DO NOT count toward client contact hours:
  --"no-shows" or canceled sessions
  --phone calls to clients for routine matters such as rescheduling
  --observation of counseling, even when you are physically in the room
  --paperwork, client notes, psychological reports, intake summaries

Clock Hours: Those hours that you are physically present at the training site, and performing duties related to providing psychological services. If you punched a time clock when you entered and left the training site, these would be your "clock hours." However, time spent at the site in non-counseling activities (e.g. eating lunch, making personal phone calls) does not count toward clock hours. Note that every client contact hour also counts as a clock hour.

Individual Supervision Hours: Those that you spend meeting one-on-one with your supervisor. They do not include time that you spend on your own preparing for supervision, for example, reviewing your tapes, although such time would count toward clock hours.

Group Supervision Hours: Include the meeting time of your practicum class and any other time when more than one supervisee meets with a single supervisor. In the special case when your supervisor meets for one hour each week with you and another supervisee simultaneously, you have a choice of counting this activity as one full hour of group supervision, or one half hour of individual supervision.

Course Credit Hours: are not awarded for clinical training experiences in which you have no formal class meetings with other students (exception: See *Externship*). If your field training experience involves didactic contact with other students, or you are under the direct supervision of a program faculty member, you may earn course credit. Generally, an appropriate ratio is considered three credits per term for every ten weekly clock-hours. For every ten clock-hours, approximately four should be client contact hours.

Assessment Hours: Those hours completed during **practicum or externship** (i.e., clinical or research) experience providing neuropsychological or psycho diagnostic assessments with an actual client/patient. You should estimate the total number of hours in face-to-face administration of assessment instruments or providing feedback. These hours do not include time spent scoring instruments or writing reports. Scoring and report writing hours may be documented under the "Support Activities" section. You should not include practice administrations (i.e., during assessment courses). You may list practice administrations in your curriculum vita. Only include instruments that were administered in full. Partial administrations or subtests of instruments should not be counted. Each full administration is counted only once.

- ***Integrated Reports***: are NOT documentation of a clinical interview, history-taking, or behavioral rating forms only. Integrated reports include a review of clinical history, results of a clinical interview, AND at least TWO psychological tests from one or more of the following: neuropsychological tests, cognitive tests, intellectual tests, and personality measures.

STUDENT POLICIES

ETHICAL AND PROFESSIONAL BEHAVIOR

From the point of entry into the program, students are expected to conduct themselves in an ethical, professionally responsible manner and in compliance with the APA ethical standards. This includes behavior with peers, staff members, clients, supervisees, and all with whom students interact in the course of their doctoral education and training; professional behavior also includes such things as dress, timeliness, and organization. The current code of Ethics from the American Psychological Association is attached as Appendix N. The competency benchmarks article by Fouad et al. (2009) and the Revised National Counseling Psychology Competency Benchmarks posted on our website further delineate many aspects of professional behavior. These are discussed in CPSY 613 and your ethics course.

Classroom Behavior

Students are expected to engage in classroom learning activities and help create an environment conducive to reflection and learning. Phones must be silenced. Any kind of messaging is disruptive to others in the classroom and is prohibited during class time. If you have an exceptional circumstance (e.g., ill child), and need to be on standby for a possible phone call, please set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact your instructor or supervisor on the first day of class about this. Additionally, if you use a laptop to take notes during class, **be sure** it is not disruptive to those around you and that it does not interfere with your interaction and participation in class. Use of technology for any purpose other than instructor-sanctioned, class-related purposes is considered disrespectful and is prohibited during class.

Effective Problem Solving

Students may encounter concerning or problematic interpersonal situations during their graduate study. For example, students may become concerned about a peer's well-being and competence, experience difficulties with their advisors, or be the target of discrimination from a peer, supervisor, or faculty member. There are numerous actions students may take to address such concerns and problems.

Most problems encountered by students can be adequately addressed through interactions with faculty, staff or supervisors. Students are expected to pursue the following options prior to engaging in any kind of formal grievance proceedings outlined in the next section:

- Talk with the individual(s) causing the problem or with whom you have a concern. This is **always** the first course of action; feeling "uncomfortable" or "nervous" does not absolve you of this professional responsibility. You might seek support from your advisor and/or other faculty members as you prepare to do this. If this does not resolve your concern, then:
- Talk with the individual's advisor or direct supervisor about your experiences and concerns. For example:
  - o If you have a concern about a peer, and you believe that your direct conversation did not end in a satisfactory manner, talk with his/her direct clinical supervisor, advisor, or the Program director to seek consultation on what to do.
  - o If you have a concern about a faculty member and you believe that your direct conversation about the concern with that faculty member did not end in a satisfactory manner, you should consult with your advisor or your program's Program director about your concerns.
  - o If you have a concern with your Program director that you have already tried to address directly with the Program director and believe it did not end in a satisfactory manner, you would consult with your advisor, and/or the Department Head of Counseling Psychology and Human Services.
  - o If you have a concern with the Department Head that you have already tried to address directly with the Department Head and believe it did not end in a satisfactory manner, talk with another faculty member and/or with the Associate Dean for Academic Affairs in the College of Education.
- If all of the above are not successful, request mediation through an available campus mediation program.
- Use the process established within the academic unit within which the complaint arose.
- Always refrain from gossip or other unprofessional conversations about your concerns.

Student Grievance

On occasion, we recognize that students may feel the need for further action and students are encouraged to seek a third party to act as a mediator. The Program and College of Education also recognize the right of students to seek remedy for grievances. A student grievance is described as any disagreement concerning a course, a course of study, grades, comprehensive examination, thesis, dissertation defense, GE employment, or other matter substantively affecting a student's relationship to the College of Education.

A full description of the COE Student Grievance Procedures is available at:

COE Student Grievance Procedures: See COE **Policies and Procedures A10**:
https://education.uoregon.edu/academics/student-grievance.

A full description of the Oregon University System Grievance Procedures is available at:
OUS/University of Oregon, Division 3 Student Grievance Procedures:
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_003.html

ENGAGEMENT and FEEDBACK

Using the mechanisms available to you for providing regular feedback about your experiences in the program is an important responsibility and an essential aspect of professionalism. We expect that students will provide feedback on an ongoing basis in the context of doctoral seminars, meetings with your advisor and/or program director, supervisors, and instructors, and via student representatives to faculty meetings. CPSY students select a first year and a second-year-or-beyond student representative who attend all counseling psychology faculty meetings during non-executive sessions. SALA or the Student Advocacy and Leadership Association may also serve as a forum for generating feedback, suggestions, and engaging in problem solving along with its other student-designated functions (e.g., mentoring, mutual support, networking, etc.). Course evaluations and periodic surveys offer additional and very important opportunities for you to provide constructive feedback and suggestions for program improvement. We strongly encourage the provision of course feedback early in the term so that problems can be addressed as they emerge. We expect all feedback to be offered in a respectful and constructive manner.

STUDENT EVALUATIONS

As professionals in the practice of counseling psychology, graduates of the program need not only to be proficient in the skills of a scientist-practitioner, but also to maintain themselves in a stable and psychologically healthy manner. The benchmark documents for professional psychology and counseling psychology detail the competencies critical to counseling psychologists. Admission into and retention in the doctoral program will be determined in part by a consideration of your past and present behavior and emotional stability.

Student progress through the doctoral program is tracked in a number of different ways.

1. Formal progress through the program (advancement to candidacy, defense of proposal, etc.) is tracked by the SSC, who alerts your advisor and/or the Program director if consistent progress is not maintained. **You are responsible for monitoring your own progress through the program, keeping up with paperwork and course requirements, and ongoing consultation and updates to your advisor, including letting your advisor know of problems you may encounter as you complete program requirements and milestones.**

2. You are expected to check in regularly with your advisor. These meetings also serve as an informal tracking mechanism as you and your advisor work together to expedite your progress. **Ask for feedback on a regular basis**.

3. Each spring term the faculty conduct a student review and discuss your overall progress in academic work, clinical skill development, research, and any other area of performance that may have bearing on your ability to function as a professional Counseling Psychologist. You will receive a letter at the end of each Spring term that documents your status in the program. If your performance is found to be unsatisfactory or below expectations in any area, the faculty, in consultation with you if warranted, will develop a remediation plan. The nature of the concern and the means of remediation will be conveyed to you in writing. It is your responsibility to respond, either by following through on the remediation, by discussing the matter with your advisor or with the Program director (who will then suggest further course of action), or by instituting formal grievance procedures**.**

ANNUAL EVALUATION materials are due in early May each year. All students (including those on internship) are to provide an electronic copy of all materials below in one email (with 3 attachments) to their advisor and copied to the SSC. (cpsy@uoregon.edu). The subject heading of this email should be: *LASTNAME* CPSY ANNUAL EVAL MATERIALS. Any updated directions from the Program director supersede these directions.

1) UPDATED VITAE. File name: _last name.CV.5.18_

2) TRANSCRIPTS. An unofficial copy can be obtained from DuckWeb. Filename: _lastname.grades.18_

3) ANNUAL EVALUATION 17 TEMPLATE: Filename: _lastname.anneval.18_

    Complete the template (see Appendix I). This file will incorporate annual accomplishments (For the past school year, include ALL awards, conference proposals & manuscripts submitted, research completed, collaborative work, scholarships, milestones achieved, etc.), self-assessment (a 1-2 paragraph assessment of the past year. Identify strengths you possess or are developing, areas for growth, and the extent to which you achieved the goals you set for yourself (think docsem contracts) in the past year. How can you apply this information to achieving your goals next year?) and goals (Think education/career. In 1-3 paragraphs, please specify as follows: Goals for

next year as well as 3 year and long term goals (e.g., post graduation) and will serve as the basis for your annual evaluation.

4) **APA annual report survey.** You will receive a Qualtrics link from the SSC via listserve. Please complete it asap and as directed.

CRITERIA FOR ANNUAL EVALUATION Appendix I provides the template used for the annual evaluation for doctoral students.

MULTIPLE ROLE RELATIONSHIPS
It should be noted that given the small size of our campus community, there is a continuing potential for multiple role relationship problems. The APA ethical guidelines state that:

"Psychologists must always be sensitive to the potential harmful effects of other contacts in their work and on those persons with whom they deal. A psychologist refrains from entering into or promising another personal, scientific, professional, financial, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist effectively performing his or her functions as a psychologist, or might harm or exploit the other party."

If you have any questions regarding the propriety of a relationship in which you are involved, or may become involved, you should immediately consult with your advisor, supervisor, or the Director of Training.

CLIENT RELATIONSHIPS
Students found through credible evidence to be or to have been engaged in an unethical relationship (e.g., romantic or sexual relationship) with a current or past client will be dismissed from the program in accord with the procedures indicated below.

STUDENT REMEDIATION
In the course of development, students might make errors in judgment. As these errors come to light, the faculty/supervisors involved are expected to meet with the student to discuss the issues involved and work with the student to teach professional principles and behaviors designed to prevent reoccurrence of the error. If such faculty/supervisor/student interactions fail to correct errors, the student, the student's faculty advisor, and the involved faculty/supervisors will create a remediation plan for the student.

A remediation plan must include contingencies for retention as outlined below in the Remediation/Retention and Termination guidelines. The program reserves the right to require personal therapy as a remediation component and to request that evaluations of personal therapy be forwarded to program faculty for deliberation of student development. The student's advisor is responsible for monitoring the remediation process and bringing information back to the faculty within the guidelines and timelines established. Failure of the student to satisfactorily complete the remediation plan will result in the student being dismissed from the program.

STUDENT TERMINATION
The termination or threat of termination from a COE academic program is a serious undertaking for the student, the faculty, the program, and often the student's family. The gravity of termination requires that the COE develop comprehensive and sensitive guidelines to assist programs in developing specific student termination policies.

Students encounter three types of problems that could lead to program termination:
1. Behavioral problems include the student's inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity, egregious unprofessional behavior, and other similar mental health or behavioral responses that affect the student's ability to be a successful mental health professional, instructor, or peer.
2. Academic factors may include the student's inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, course, and university procedures for fulfilling competencies.
3. Legal/ethical factors may include the student's use of inappropriate language or actions, and violation of university rules (such as cheating, plagiarism, lying, and other offenses detailed in university and college policy and published in the Schedule of Classes each term), or violation of APA's Ethical Principles or state laws governing professional behavior which demonstrate the student does not meet professional standards.

The following policy emphasizes accountability, prevention, equitable treatment, and early remediation. The first line of defense is to avoid serious situations where students are not performing adequately or are not making adequate progress toward degree completion or licensure.

These procedures are designed to require programs to operate so that student problems and potential problems are identified early and students are offered assistance to remediate problems unless the gravity of the problem is such that faculty believe the specific problem(s) is not possible to remediate such that professional standards will be met. For example, remediation efforts for a student who commits an ethical violation that potentially harms a client may not be possible without risking harm to future clients. In situations where problems are not possible to remediate or remediation efforts are not successful, programs are encouraged to redirect students to other options that could be more successful, including program termination. Nothing in this policy or supporting program policies and procedures obligates program faculty to follow or provide specific procedures or activities because each situation will be unique and efforts and decisions must be individually tailored to the student's situation.

RETENTION/REMEDIATION & TERMINATION GUIDELINES:

1. A written description of the personal and professional criteria students must meet successfully to complete the program is provided (see *APA Ethical Standards and Practices, Minimum Competency Benchmarks, Student Evaluation forms, UO Practicum student evaluations, practicum syllabi, externship template*). When possible, these criteria should be grounded in the standards of licensing or other professional organizations.
2. Relevant and high admission and retention standards.
3. Early screening procedures to assure admitted students have the necessary skills to succeed.
4. Written procedures for developing action plans to assist and support students who do not perform adequately on screening/admission procedures and clear timelines for demonstrating adequate correction when remediation is an appropriate alternative to immediate termination.
5. Ongoing student evaluation to assure early detection of problems that may interfere with student performance and progress.
6. Specific written procedures for developing action plans when serious deficiencies are noted.
   When serious deficiencies are noted, students will be notified in writing by the appropriate faculty member or program coordinator. Similarly, when serious deficiencies are noted in practicum, GE, or field study, appropriate supervisors and practicum/program coordinators will prepare in writing for the student:
   - A description of the issues to be addressed,
   - A plan for addressing each issue or rationale for why the faculty believe the issue is not amenable to remediation,
   - A description of any previous efforts to address or prevent each issue,
   - Criteria for determining if the issues have been remedied or resolved, and
   - A timeline for review.
7. Specific written procedure about future options for counseling psychology students who are not making adequate progress according to item 6. Programs may choose to include the following options: additional remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program; and termination from the program.

When this process results in a decision to terminate a student from the program, the Department Head will forward a letter to that effect through the SSC to the Director of Academic Supports and SSC who will forward it to the appropriate university office. If the student wishes to contest the remediation plan or a termination decision, she/he may choose to work with involved faculty/supervisors and the faculty advisor to present information to faculty. Information may be in verbal or written form. The student may ask the Director of Training for time to appear before the faculty to present his/her position. Of course, the student has the right not to present his or her position on an alleged behavioral or ethical violation. But, this choice on the part of the student does not preclude the faculty from proceeding to make a decision on the students' disposition using all available evidence and information present before the faculty.

All COE and University policies and procedures regarding student grievance rights apply throughout the termination procedures described here.

GENERAL INFORMATION & ENROLLMENT POLICIES

CHRONOLOGY OF DEGREE REQUIREMENTS
1. Continuous Enrollment (at least 3 credits per term except summer term; unless summer term is the term of graduation)
2. Residency and Grade Requirements
3. Program Plan Approval
4. Competency Benchmarks including SAP, Advancement to Candidacy, and Appointment of Dissertation Committee
5. Dissertation
6. Internship

DEGREE TIME LIMIT
Counseling Psychology Doctoral Degree Requirements must be successfully completed within a seven-year period for all students. If this period is exceeded, completion of a new comprehensive examination is required. Extensions to this timeframe may be petitioned to the Graduate School but require the support of program faculty.

CONTINUOUS ENROLLMENT
Unless on-leave status has been granted, you must be continuously enrolled until all program requirements are completed. You must register for a minimum of three graduate-credits each term, excluding summer session, to be *continuously* enrolled. Note: *Registering for the minimum credit hours required for continuous enrollment will conflict with residency requirements during the first year of study* (see Residency and Grade Requirements p. 36).

PERMISSION TO RE-REGISTER
If you fail to maintain continuous enrollment or obtain on-leave status, then you must petition the Graduate School for permission to re-register. The program and the Graduate School reserve the right to accept or deny re-enrollment requests. A denial can be based on a review of the graduate record or if the student/faculty ratio is beyond the capacity to adequately meet the needs of the students. Enrollment limitations are subject to available funding, University Administration rulings, and the Board of Higher Education. The petitioner may be required to meet program admission policies and degree completion requirements that are in effect on the date of re-enrollment.

FINANCIAL SUPPORT
Please review the anticipated program costs in Appendix Q. The Counseling Psychology Program makes every effort to support all students in acquiring Graduate Employment (GE) positions. Because GE hire and re-hire decisions are largely outside of the program, we cannot guarantee that you will secure a GE each year. It is your responsibility to keep informed about GE position openings and to perform very well in your current GE position. Your program peers are your best information resource. Program recommendations regarding GEs will favor the welfare of the group over the individual; that is, we will favor *all* students having GEs over individuals having their *favorite* GEs. After 5 years of GE support, the program will no longer advocate for students, rather, we expect students seeking a 6th year of GE support to pursue options outside of those typically held by CPSY doctoral students. In addition, the program strongly discourages students maintaining a highly desirable GE for more than 3 years (e.g., a GE at UCTC) so that other students can benefit from the professional development opportunities of such GEs.

The Office of Affirmative Action in Oregon Hall and the Graduate School posts all Graduate Teaching/Research positions available on campus. Graduate Teaching Fellowship appointments of .20 full time equivalent or more receive tuition waivers. You should be proactive in securing a GE appointment, especially during the Winter and Spring terms. You will often have to make decisions without knowing all of your other options. That is, some GE positions will fill early Spring term, while others are not even advertised until late Spring. Part-time student employment information can be obtained through the UO Career Center Employment Services at 346-3214 or the Job Hotline at 346-7030. The UO Career Center Internet site is: http://uocareer.uoregon.edu/.

GE salary rates vary by level. Students entering with a bachelor's degree qualify for a Level I GE appointment. Students entering with a master's degree, or who have earned 45 credits in the program, qualify for a Level II GE appointment. Level II GEs are eligible for a level increase after they Advance to Candidacy. It is the responsibility of the student to inform their hiring unit supervisor when their GE level should be raised. More information about GE Levels is available: https://gradschool.uoregon.edu/staff/GE-appointments/GE-levels.

Counseling psychology students have also been employed as data analysts, coders, or therapists at the Prevention Science Institute, Oregon Research Institute, and the Oregon Social Learning Center. Research foundations do not generally list positions with the University, but instead place advertisements in the local newspaper. The following is a list of campus programs and services where doctoral students have worked as GEs or in other paid positions: Academic Advising, University Counseling and Testing Center, Student Health Center, Counselor for Student Athletes, Accessible Education

Center, Career Center, Early Intervention Program (Center for Human Development), International Graduate Academics, Oregon or National Career Information System, Student Advocacy Office (ASUO), Women in Transition (ASUO), Women's Center (ASUO), Men's Center (ASUO), Office of Institutional Equity and Diversity, Freshman Interest Group Program, Peer Advising Office, Academic Learning Services, Office of Student Development, and the Athletic Department.

For more information and specifics about funding, visit http://education.uoregon.edu/counseling-psychology/student-funding.

RESIDENCY & GRADE REQUIREMENTS

The University requires at least a one-year residency spent at the University consisting of three consecutive quarters (Fall, Winter, and Spring) of at least nine (9) credit hours each quarter of your first year. The residency requirement must be met before you are eligible to take the comprehensive examination. In addition, the Counseling Psychology program requires students to complete a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus internship, with 2 of these 3 years completed at the University and with a minimum of 1 year in full-time residence. See also (https://gradschool.uoregon.edu/policies-procedures/enrollment-residency#Doctoral%20Residency%20and%20Credit%20Requirements)

You must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or lower for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of P (pass) must be equal to or better than a B-. A GPA below 3.00 at any time during your studies or the accumulation of more than 5 credits of N or F grades, regardless of the GPA, is considered unsatisfactory. The Dean of the Graduate School, after consultation with your department, may drop you from the Graduate School, thus terminating your degree program. Check with the Graduate School for details regarding the number of pass/fail courses graduate students are allowed to take.

ON-LEAVE STATUS

If you interrupt your program of study at any time within the 7-year time limit, for personal reasons or Internship, you are eligible for up to six terms (6) of leave, excluding summer sessions. You must register for "on-leave" status to maintain your student status at the University. Only graduate students in good standing (see Student Evaluations) are eligible for on-leave status. When taking a leave of absence, students are not required to register or pay fees, acknowledging that you are not using university facilities (including the library) or faculty/staff services (e.g., not taking examinations, not changing committee members, and not submitting dissertation chapters for review). The seven-year time to degree requirement continues while a student is on-leave. However, those who take a leave of absence to treat a documented medical condition or to welcome a new child will be granted an extension equivalent to the duration of the leave. If you decide to return from leave earlier or later than you had intended, you must submit a new form revising your request. See the UO Graduate School policy in Appendix H for guidelines about on-leave status during the pre-doctoral internship year.

UNIVERSITY OF OREGON
COUNSELING PSYCHOLOGY PROGRAM

2017-2018 DOCTORAL DEGREE PROGRAM PLAN

Student: _____   **Advisor:** _____

Date Student Entered Program: _____

 Term/Year

Instructions: This form is used to indicate the specific courses you plan to take, or have already taken to meet all the coursework requirements for the Ph.D. degree. Requirements are shown in the first column. When a specific course is listed in the first column, this particular course is required. If no course is listed, you must make a selection from the *Doctoral Degree Requirements Checklist* (see Handbook, and consult with your advisor about topical seminars that are offered from time to time that may meet course requirements).

If you plan to substitute or transfer graduate level course work taken at another institution, indicate the institution, course and title in the columns 2-4. Indicate the grade you earned in courses you intend to transfer, as well as the credit level and date completed. In the "Credits" column be sure to use the abbreviation "SC" to indicate credits earned in a 15-16 week semester-system institution. Note that your advisor will request documentation (syllabi, etc.) for all courses you intend to transfer and all course requirements you propose to waive. Please use the appropriate form to document your requests for transfer of credits (*Transfer of Graduate Credit Form* from the Graduate School).

For courses you have taken at the UO, or plan to take, indicate "UO" in the second column and the appropriate course information in columns 3 and 4. Indicate grade and credit level and dates for courses already taken at the UO. Follow the same procedure for courses you intend to take to meet program requirements. Credit level and proposed term for taking the course should be indicated in the last two columns. The "Grade" column is left blank for proposed courses. All other information should be filled in the appropriate columns below.

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains (a) Psychological Foundations (b) Research Competencies (c) Practitioner Competencies (d) Professional Competencies. A minimum of 165 graduate credits are required. Please be sure to consult with your faculty advisor throughout this process.

This Plan should be completed no later than Spring term of your first year in the program. Once it is signed, turn it in to the SSC for your file.

**Please note that the College of Education continues to implement new research and statistics doctoral core courses. Some course prefixes, numbers, and titles are expected to change. In those cases, both the old course and new course are listed together.

Approved by faculty advisor: _____   **Date:** _____

Approved by Training Director: _____   **Date:** _____

Counseling Psychology Doctoral Degree Program Plan - 2017-2018

Domain 1: PSYCHOLOGICAL FOUNDATIONS (24 credits minimum)

Curriculum Domain and Course Requirement	University *List University if transferring*	Course Prefix & Number	Course Title	Grade	Credits	Date Proposed or Completed
Area 1: Biological Aspects of Behavior (5 credits minimum)						
SPSY 652: Bio Aspects of Behavior (5)						W^E
Area 2: Social Aspects of Behavior (5 credits minimum)						
CPSY 610: Social Aspects of Behavior (5)						S^E
Area 3: Cognitive & Affective Aspects of Behavior (5 credits minimum)						
SPSY 651: Cognitive-Affective Aspects of Behav (5)						W^O
Area 4: Individual Aspects of Behavior (6 credits minimum)						
CPSY 621: Lifespan Dev Psych (3)						F
CFT 620: Mental Health & Diagnosis (3)						W
Area 5: History and Systems of Psychology (3 credits)						
CPSY 605: History & Systems of Psych (3)						S

Domain 2: RESEARCH COMPETENCIES (66 credits minimum)

Curriculum Domain and Course Requirement	University *List University if transferring*	Course Prefix & Number	Course Title	Grade	Credits	Date Proposed or Completed
Area 1: Methodological Foundations (4 credits minimum)						
EDUC 613: Philos. Foundations of Educ Research (4)						F
Area 2: Statistics and Research Design (20 credits minimum)						
EDUC 612: Social Science Research Design (4)						F
EDUC 614: Educational Statistics (4)						W
EDUC 640: Applied Stat Design & Analysis (4)						S
EDUC 642: Multiple Regression in Educ (4)						F
EDUC 644: Multivariate Stats (4)						W
Area 3: Secondary Research Emphasis Area (4 credits minimum)						
EDUC 630: Qualitative Methods I (4)						W
EDUC 620: Program Evaluation I (4)						W^O
Area 4: Pre-Dissertation Research (20 credits minimum)						
CPSY 601: Research						
CPSY 607: Doctoral Research Seminar						
Area 5: Dissertation Research (18 credits minimum)*						
CPSY 603: Dissertation						

*18 credits minimum required. See Program Handbook for official Graduate School policy. You must register for 3 dissertation credits the term prior to the term that you graduate and 3 dissertation credits during the term that you graduate. Note: EDUC 613 under revision, not yet approved. Not offered 2017-2018

DOMAIN 3: PRACTITIONER COMPETENCIES (57 credits minimum)

Curriculum Domain and Course Requirement	University *List University if transferring*	Course Prefix & Number	Course Title	Grade	Credits	Date Proposed or Completed
Area 1: Core Knowledge and Applied Skills (24 credits minimum)						
CPSY 614: Theories of Counseling (3)						W
CPSY 615: Counseling Diverse Pops (4)						W
CPSY 617: Theories of Career Development (3)						S
CPSY 642: Child-Family Interventions (4)						W
CPSY 651: Adv Indiv Interventions (3)						F
CFT 609: Beginning Prac (3)						S
CFT 609: Micro Counseling Skills (1)						F
CFT 624: Group Psychotherapy (3)						S
CPSY 508: Topics in Latina/o Mental Health (3) (elective)						S
CPSY 626: Psych Services & Research with Latino & Sp Speaking Pops (2) (elective)						F [E]
Area 2: Practica & Advanced Practitioner Skills (24 credits minimum)						
CPSY 609: Adult Practicum (4 cr)						F
CPSY 609: Adult Practicum (4 cr)						W
CPSY 609: Adult Practicum (4 cr)						S
CPSY 609: Child/Family Practicum (4 cr)						F
CPSY 609: Child/Family Practicum (4 cr)						W
CPSY 609: Child/Family Practicum (4 cr)						S
Area 3: Assessment (8 credits minimum)						
CPSY 622: Psychological Assessment (4)						S
SPSY 672: Intellectual Assessment (4)						S
Additional Assessment course (externship)						
SPSY 671: Behavioral Assessment (4) (elective)						
Area 4: Pre-doctoral Internship (1 credit minimum. Credit reqs vary depending on your dissertation progress. See Program Handbook for details.)						
CPSY 704: Doc Internship						

NARRATIVE DESCRIPTION OF COURSEWORK

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four domains: (a) Psychological Foundations; (b) Research Competencies; (c) Practitioner Competencies; and (d) Professional Competencies. A minimum of 165 graduate credits are required. Doctoral students are also required to designate coursework as part of the 165 credit total that constitutes a supporting area for their major in Counseling Psychology.

The Counseling Psychology Program, as all APA-accredited programs, strives to provide students with an educational experience that incorporates training in discipline specific knowledge and profession-wide competencies that have been delineated by APA and the Office of Program Consultation and Accreditation (750 First St. NE, Washington, DC 20002-4242, 202.336.5979). In this section of the Handbook, coursework and training experiences are described with respect to how they support the following five general content areas: (a) Breadth of scientific psychology, its history, its research methods, and its applications; (b) Scientific, methodological, and theoretical foundations of practice; (c) Diagnosing or defining problems through psychological assessment and measurement, and formulating and implementing intervention strategies; (d) Issues of cultural and individual diversity that are relevant to all of the above; and (e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving.

**Please note that the College of Education continues to implement new research and statistics doctoral core courses. Some course prefixes, numbers, and titles are expected to change. In those cases, both the old course and new course are listed together.

(a) Breadth of scientific psychology, its history, its research methods, and its applications

Students are exposed to the breadth of scientific psychology by completing coursework in each of the four (biological, social, cognitive/affective, individual) aspects of behavior, offered through the Counseling Psychology or School Psychology programs.

Students are challenged to consider developmental and social-emotional difficulties of children within the context of family (e.g., family systems theory) and environmental influences on behavior. Individual differences and aspects of behavior are addressed in 2 required courses: CFT 620: Mental Health and Diagnosis and CPSY 621: Dev Psych Lifespan,, which maintains our programmatic focus on children, adolescents, and families while addressing fundamental developmental issues. Individual differences are also addressed in CPSY 651: Advanced Individual Interventions and CPSY 622: Psychological Assessment.

The history of scientific psychology and counseling psychology are addressed in the following courses: CPSY 605: History and Systems of Psychology, CPSY 613: Introduction to Counseling Psychology, and CFT 620: Mental Health and Diagnosis. Historical overviews are also provided within specific content area courses such as CPSY 614: Theories of Counseling, CPSY 617: Theories of Career Development, and CPSY 622: Psychological Assessment.

Measurement is taught in EDUC 612: Social Science Research Design, followed by EDUC 614: Educational Statistics (optional for Master's entry), EDUC 640: Applied Stat Design & Analysis, EDUC 642: Multiple Regression in Educational Research, and EDUC 644: Applied Multivariate Statistics.

As part of their research competency, Counseling Psychology students enroll in faculty doctoral research seminars for each term in the program prior to internship. Students are encouraged to seek opportunities to engage in research with advisors, other faculty members, with advanced students in the program, through research institutes in the COE (Prevention Science Institute, Institute on Violence and Destructive Behavior; Institute for the Development of Educational Achievement; Center for Advanced Technology in Education; Center on Human Development, Center for Equity Promotion), or in the community (the Oregon Social Learning Center or the Oregon Research Institute). Students should consult with their advisor as they explore and establish outside research opportunities. Ongoing research mentoring occurs in the context of doctoral seminars, and advisors work closely with students throughout the dissertation process. Student –faculty collaboration has produced a large number of presentations and publications, and other scholarly efforts.

(b) Scientific, methodological, and theoretical foundations of practice (Discipline specific knowledge)

Discipline specific knowledge, or the scientific, methodological, and theoretical foundations of practice in the substantive areas of counseling psychology, are covered via a series of courses. Coursework in the individual, social, cognitive and affective, and biological aspects of behavior serve as a foundation for practice and integrates empirical and theoretical developments in each area. Courses in both child and adult development are required consistent with our 2 3-term practicum sequences in adult and child/family settings. Human development content is covered in CPSY 621: Lifespan Dev Psych; CPSY 642: Child/Family Interventions; CPSY 617: Theories of Career Development; and CPSY 615: Counseling Diverse Populations.

Profession-wide competencies, or the scientific, methodological, and theoretical foundations of practice are also communicated in foundations coursework, practica and professional issues courses (e.g., CPSY 612: Professional Ethics; CPSY 613: Introduction to Counseling Psychology). Practical training in the program focuses not only on traditional interventions but also on the provision of primary and secondary prevention services. This prevention and intervention training is emphasizes evidence-based practices literature as well as on theoretical foundations in counseling, clinical, and school psychology. Didactic components of practica, individual supervision, and complementary coursework all address scientific, methodological, and theoretical foundations of practice. The adult practicum experience includes the provision of psychological services to individuals exhibiting a range of psychopathology, concurrent with CPSY 651: Advanced Individual Interventions. The child and family training integrates current developmental research with clinical training in prevention and intervention. Diagnostic skills are a part of the training provided in these experiences.

Program faculty members are involved in research that directly addresses scientific, methodological, and theoretical foundations of practice. For example, counseling psychology faculty members conduct research on preventing and ameliorating conduct disorders, promoting healthy eating and other health maintenance behaviors, the effectiveness of cognitive behavioral interventions for at-risk youth, effective parenting practices, the effectiveness of career education interventions, and issues of ethnic minority identity development and acculturation among children and adolescents at risk.

(c) Diagnosing or defining problems through psychological assessment and measurement, and formulating and implementing intervention strategies

Students are trained in the selection, administration, and interpretation of validated assessment instruments. Students complete SPSY 672: Intellectual Assessment and CPSY 622: Psychological Assessment, and typically take a third assessment course, SPSY 671: Behavioral Assessment or an externship focused on assessment. Each of these courses involves experiential learning components. For example, in Behavioral Assessment students observe children or adolescents in school settings and consider the implications of their assessment for provision of intervention. The SPSY 672: Intellectual Assessment and CPSY 622: Psychological Assessment courses include administration and interpretation of a battery of assessments to volunteers. These courses provide experience with Wechsler intelligence scales (WAIS-III and WISC-III), the Minnesota Multiphasic Personality Inventory (MMPI-2), the Millon Clinical Multiaxial Inventory (MCMI-II), the Personality Assessment Inventory (PAI), Thematic Apperception Test (TAT), the Sentence Completion Blank, Projective Drawings, and a number of brief screening instruments such as the Beck scales. Additional opportunities for assessment experience include paid assessment positions with private practitioners in the community, assessment positions at Oregon Research Institute or the Oregon Social Learning Center related to grants, assessment-focused externships at the Child Development and Rehabilitation Center or with local licensed psychologists, or assessment experience in the context of student dissertations. CFT 628: Addiction & Recovery provides content associated with identifying and intervening with drug and alcohol problems, including exposure to a variety of screening tools.

In addition to published assessment instruments, our students are trained to use a variety of formal, structured, and less structured assessment methods, such as systematic observation and interviewing, to examine individuals, families, and groups and design appropriate interventions. For example, during the Child/Family Practicum, students are trained in the use of a family assessment tool designed to identify overall family functioning, family strengths and weaknesses, parenting skills and deficits, family problem solving, and child behavior problems. This evidence-based assessment procedure, called The Family Check-up, is based on Motivational Interviewing (Miller & Rollnick, 1991). This preventive intervention developed by faculty member Dr. Stormshak in collaboration with others has strong empirical support and has been adopted in schools and agencies across the state of Oregon and elsewhere in the U.S.

During the adult practicum experience students are trained to assess clients as a part of regular intake procedures, using information about client strengths, resources, limitations and skill deficits, as well as information about the client's larger context, to formulate intervention strategies. Furthermore, throughout their practical training, students are exposed to relevant theories concerning intervening and evaluating the effectiveness of their interventions, while implementing those interventions with close supervision.

Students begin developing self-assessment skills during their first year in the context of the Micro Counseling Skills course and the Beginning Practicum class. The latter course integrates supervised experiential activities with feedback throughout the term, as well as support for exploring theoretical orientations and providing students with initial self-assessment experiences. Students are afforded consistent opportunities to continue developing their self-assessment skills in CFT 624: Group Psychotherapy, which includes a strong experiential/feedback component, as well as in practicum courses via feedback from supervisors and from peers in group supervision.

Diagnostic skills are promoted in CFT 620: Mental Health and Diagnosis, as well as assessment courses, the optional CFT 628: Addiction & Recovery course, and throughout the adult and the child/family practicum sequences. Intervention skills are addressed across a variety of courses as well. For example, the courses CFT 624: Group Psychotherapy and CPSY 617: Theories of Career

Development consistently integrate theory with research and intervention strategies. Advanced Individual Interventions is taken concurrent with the first term of adult practicum and includes exposure to a variety of topics and empirically validated treatments relevant to counseling adults (e.g., motivational interviewing, cognitive behavioral interventions). The Child/Family Practicum includes evidence-based practices for prevention and intervention with children, families, and communities.

In their fourth or fifth year, students enroll in CPSY 654: Supervision and Agency Administration and may provide peer supervision and consultation to students enrolled in Beginning Practicum. In addition, students may have opportunities to provide individual peer supervision to students enrolled in Adult Practicum, Child/Family Practicum, or the Assessment courses. Approximately 50% of Counseling Psychology doctoral students serve as supervisors as their Graduate Employment, working with undergraduate human services major who are completing practica in the community. Students who supervise undergraduates as GEs receive weekly training and support as part of their position. Content related to evaluating the efficacy of interventions is integrated into individual and group supervision throughout all practica.

Finally, the ethical standards and practices of psychologists are addressed in CPSY 612: Professional Ethics, and reinforced in coursework throughout the program, including CFT 609: Beginning Practicum, CFT 624: Group Psychotherapy, CPSY 651 Advanced Individual Interventions, Assessment, both practica sequences, and the doctoral seminars. The ethics comprehensive exam is delivered in an oral format to more closely parallel the oral format of some state psychological license exams and the real world of ethical decision making in which practitioners must think on their feet.

(d) Issues of cultural and individual diversity relevant to all of the above

We recognize the changing demographics of the United States and the need for both relevant research and mental health services to address the concerns of diverse groups of people. We recognize that structural and systemic factors and injustices associated with racism, poverty, and other social ills contribute to mental health problems, and view promoting social justice and multicultural competency development as fundamental to prevention practice and counseling psychology training. Thus, we strive to create a training environment that promotes self-awareness, skills development, and experiences that enable our graduates to develop and share knowledge regarding multicultural and diversity issues as well as to provide effective, culturally sensitive services to a variety of individuals in our society. We believe that this is best accomplished through a multifaceted approach; hence, we are committed to recruiting a diverse student body, incorporating diversity and multicultural training throughout our curriculum, and promoting an environment in which diversity is valued and respected.

Recruiting a diverse student body. We believe that multicultural competency is supported by classroom learning that integrates diverse viewpoints and a broad range of experience. The reciprocal training that students provide to each other through active discussion, sharing of opinions and experiences and through respectful discovery of values, biases, and attitudes beneath interactions, course content, research results, etc. is an irreplaceable asset to the training environment. Thus we attempt to recruit a diverse student body, particularly with respect to ethnic group membership, second language skills, and experience with oppressed or marginalized groups. Approximately 50% of our current students are members of ethnic minority groups. The faculty does not request information about sexual orientation or religious affiliation in application materials nor do we attempt to gather that information from current students. However, discussion of the intersection of religious beliefs, sexual orientation, and the intersection of professional and personal (cultural, religious, sexual orientation) identity development is raised in practica, doctoral seminars, meetings with advisors, and other venues on a regular basis. The proportion of male students in counseling psychology has decreased nationwide over the past 15 years, and that is also the case in our program. Currently about 20% of our students identify as male.

Incorporating diversity and multicultural training throughout our curriculum. In coursework such as Adult Practicum, Child/Family Practicum, Psychological Assessment and Theories of Career Development, the appropriateness of assessment and interventions for clients of color, gay and lesbian clients, clients with disabilities, and other client populations are integrated. Counseling Diverse Populations provides students with the opportunity to explore their own values, biases, and attitudes around ethnic diversity, sexual orientation, and gender as well as other aspects of diversity, to review research and practice literature, and to explore their own cultural identities. Introduction to Counseling Psychology as a Discipline introduces students to the core elements of our program philosophy, including multicultural competency development and a commitment to social justice. Advanced Individual Interventions integrates ethnic and other types of diversity in readings and discussion. Practicum experiences largely involve providing services to European Americans, reflective of the demographics of Lane County. At Lane Community College students provide services to clients ranging widely in age and socioeconomic status; clients served at the adult practicum sites and the Child and Family practicum also include a wide range of ages, socioeconomic, and educational backgrounds. Our new Spanish Language specialization increased opportunities to take coursework, provide supervised clinical services. and engage in research with Spanish speaking populations. Faculty members integrate theory and practice related to understanding the role of human diversity into each course.

Promoting an environment in which diversity is valued and respected. Faculty attempt to model respect for and commitment to diversity through verbal behavior and action, such as research efforts and through attending to issues that have covert racist, homophobic, or otherwise intolerant themes. This occurs, for instance, in the context of practicum supervision, classroom discussions, and research team. By modeling that conversations about race, ethnicity, gender, sexual orientation, disability, religion, and other forms of cultural diversity are difficult but important, we hope to promote an environment where such conversations are normative. We select students who demonstrate a commitment to diversity. Students, to varying degrees, address diversity issues in and outside of the classroom. Faculty and student scholarship reflects attention to and valuing of diversity. For example, our students and faculty often collaborate in organizing APA roundtables, symposia, and poster sessions focused on diversity and/or multicultural competence. Counseling psychology faculty members engage in research on topics such as violence in ethnic minority and immigrant families, Latino adolescent career development and sociopolitical development, and risk and protective factors for at-risk children, youth and college students. Our new specialization, "Spanish language psychological services and research" is the result of many years of effort and builds upon faculty expertise and interests. A review of faculty CVs and student dissertation topics demonstrates a strong interest in and commitment to diversity.

(e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving

The Counseling Psychology faculty seek to train health service psychologists who integrate science and practice into every area of their daily professional functioning. Our goal is that students integrate values of continued learning and growth long after they graduate. To achieve this end, we work to consistently integrate research and practice into our courses as a model of the natural dialectic between the two endeavors. We engage in open meta-processing around this integration to highlight to students our goals. In Counseling Psychology faculty meetings we include student representatives and emphasize that meetings are open to all students. As in courses, practica, and research activities, in these meetings we model the identification and resolution of problems on an ongoing basis and treat this problem solving as a core function of effective interpersonal and professional behavior of psychologists. We view our responsibility as educators to extend well beyond graduation, and value ongoing contact and collaboration with program graduates after they leave the University of Oregon.

Counseling Psychology faculty have experienced the benefits of strong mentoring and are committed to providing the same to students. This is evidenced in our consistently high number of research and scholarly efforts with students. Mentoring includes such activities as career advisement, alerting graduates to career opportunities, writing letters of recommendation, consultation regarding career changes, research projects, and professional problem-solving. Students frequently consult with their advisors on how to approach or resolve professional problems, and on the integration of the professional and personal identities of the counseling psychologist. Faculty members value and model lifelong learning and development, engage in ongoing education and renewal activities, and maintain networks of colleagues outside of the UO for supporting and challenging our professional development and scholarly activity. We strive to support students in their own growth, especially through their clinical training, and we attempt to model critical self-reflection, non-defensiveness, and increasing self-awareness as important behaviors that they will need throughout the entire course of their professional careers.

APPENDIX C

UNIVERSITY OF OREGON – COLLEGE OF EDUCATION
GENERAL FINGERPRINT-BASED BACKGROUND CHECK VERIFICATION PROCESS

In accordance with College of Education policy, all COE students assigned to field placement of any kind must complete a fingerprint-based criminal history check PRIOR TO their first term in the field. There are two options to meet this requirement: (1) FBI-Approved Channeler Check or (2) Direct FBI Background Check. International students must complete Option 2: Direct FBI Background Check. We recommend that all other students complete the FBI-Approved Channeler Check due to much shorter processing times. S*tudents in educator licensure programs should complete background checks through TSPC.*

Option 1: **FBI-Approved Channeler Background Check**

Not available to international students or those without access to channeler terminals – Completion time = **2-4 weeks**

Step	Who	What
1	Student	Begin the process to obtain a fingerprint card by selecting an FBI-approved channeler. A complete list can be found at https://www.fbi.gov/about-us/cjis/identity-history-summary-checks/list-of-fbi-approved-channelers. We recommend using Fieldprint (http://www.fieldprintfbi.com/) if it is available in your area. The following instructions are specific to Fieldprint, but are similar across approved channelers.
2	Student	Go to the Fieldprint website to schedule a fingerprinting appointment. There you will: • Register with Fieldprint, • Complete the *Qualification Form****, • Select a time and location to have your prints taken, AND • Submit payment of the $50 fee ****Be sure to state that the reason for your request is "__for personal review__"*
3	Student	Go to the Fieldprint location you selected above at your scheduled appointment time. Your prints will be taken electronically and sent directly to the FBI as part of the service. Be sure to bring: • Your appointment number provided by Fieldprint, **AND** • Two valid forms of identification (one must be a valid government-issued photo ID; others can be found at http://www.fieldprintfbi.com/FBISubPage_FullWidth.aspx?ChannelID=272#appointment)
4	Fieldprint	Fieldprint will email a report to you about a week after your prints have been submitted. You will also be able to access the report on their Report Management Portal up to 30 days after the completion of the check. **Note: Once you open and view your results, you only have *7 days to save* them, even within the 30 day period. After that, FieldPrint will purge your results from the system and you will not be able to access them again.**
5	Student	Upload proof of your clearance at https://goo.gl/DuHCcd. Be sure to answer the accompanying questions on the first page completely, then upload confirmation of your clearance on the second page. *Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.*

Questions about fingerprinting and background checks? Contact coelicensure@uoregon.edu.

Option 2: Direct FBI Background Check

Required for **international students** – Completion time = at least **13-16 weeks**, plus mailing time

Step	Who	What
1	Student	Obtain a fingerprint card through a local law enforcement agency. Charges are usually $15-20. In Eugene: • UO Police *(appointment required)* - http://police.uoregon.edu/content/fingerprinting-services • Lane County Sheriff - http://www.lanecounty.org/Departments/Sheriff/Office/Pages/FingerprintServices.aspx
2	Student	Send the following items directly to the FBI at: **FBI CJIS Division – Summary Request** **1000 Custer Hollow Road** **Clarksburg, WV 26306** • A completed *Applicant Information Form* (https://forms.fbi.gov/identity-history-summary-checks-review),*** • An $18 fee paid either by *money order or certified check* ONLY (no personal checks) made out to the "Treasury of the United States" or by credit card using the *Credit Card Payment Form* (https://www.fbi.gov/about-us/cjis/identity-history-summary-checks/credit-card-payment-form), **AND** • Your fingerprint card ****To ensure timely receipt of your clearance response, be sure to provide a reliable US return mailing address on your Applicant Information Form.*
3	FBI	The FBI will review your record and you will receive a response in 13-16 weeks. If they find no prior arrest (or no Identity History Summary) on file, you will receive a one page clearance sheet by mail. If you do have prior arrests (or an Identity History Summary) on file, you will receive a hard copy of your Identity History Summary or "rap sheet" instead.
4	Student	Upload proof of your clearance at https://goo.gl/DuHCcd. Be sure to answer the accompanying questions on the first page completely, then upload confirmation of your clearance on the second page. ***Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.***

Questions about fingerprinting and background checks? Contact coelicensure@uoregon.edu.

APPENDIX D

COLLEGE OF EDUCATION ADVISING POLICY

The College of Education offers a broad range of master's and doctoral degree programs that prepare students to become leaders in educational, social service, agency, and academic organizations. Each of these programs of study have been structured to address *specific* objectives and guidelines, and to conform to established professional organization requirements as well as concomitant university and college requirements, policies, and procedures. Upon entry into each program students will be provided an orientation and program handbook detailing pertinent information regarding program, graduation and/or licensure requirements, and administrative procedures. Either at entry to the program, or shortly thereafter, students will be assigned a faculty advisor(s), who assumes overall responsibility for guiding the student through his or her program. This relationship is central to the academic experience and is based on a number of key principles.

Principle #1: Each academic program must have a program handbook and organize an orientation for all incoming students to the program.
A program handbook should include, but not limited to, clearly defined and detailed program description, program structure, program requirements, new student information, student responsibilities, faculty responsibilities, rules and expectations, graduate school requirements, program calendars and deadlines. The handbook also should include links to grievance policies, other recourses, and resources available to students.

Each program is also responsible for organizing a student orientation for all incoming students to their respective programs. The information in the handbook should be thoroughly addressed in these orientations, which does not preclude the advisor from going over the same information again with their respective advisees in person.

Principle #2: Each academic program should establish and affirm the advisor-advisee relationship to assist students to complete their program of study in an efficient and progressive manner.
The advisor-advisee relationship is critical to the student's academic success and thus it is the primary responsibility of the faculty member, and as appropriate the academic program's administrative staff, to foster a positive and supportive advising relationship with students. The faculty and staff should strive to guide each student to succeed in their respective academic program, including career guidance and development.

For doctoral students or other advanced students, the relationship may, and often will, include research, program evaluation, and other scholarly opportunities.

Principle #3: Students have important responsibilities in the advisor-advisee relationship.
Students must take the responsibility to be aware of the basic parameters and rules governing their academic program and important timelines for completing the program. The responsibility for scheduling meetings with the advisor and completing critical activities are borne jointly by the student in collaboration with the advisor and/or other academic program personnel.

Principle #4: The advisor-advisee relationship is based on clear, respectful, and open communication that values each student's unique background and characteristics.
The advising relationship is based on clear communication between faculty, staff members and the student to ensure that (a) the basic requirements for progressing and ultimately completing the program successfully are communicated in a timely way and (b) where possible, curricular choices available to the student are discussed and considered. Faculty and staff members should take into consideration each student's unique background that may affect the way suggestions are offered, or concerns are voiced.

Principle 5: The advisor and advisee should meet regularly to ensure that the student's progress is monitored and directed toward completion.
The advisor and student should meet at regular and benchmark points throughout the program of study and each meeting should be structured to address critical decisions; e.g., upcoming deadlines, classes to be taken, application procedures, research considerations,

graduation requirements, etc. As needed, changes in a plan of study should be documented immediately after the meeting and filed with the academic program's administrative staff.

Principle #6: The advisor-advisee relationship will vary by academic program.
Advising may involve one faculty to a single student to a one-faculty-to-many-students relationship. In some programs, the advising function may involve a meeting of a number of students with an advisor or several advisors to describe and clarify program requirements, sequencing of classes, etc. There may be additional meetings with individual faculty and students or smaller groups. Regardless, these meetings should be scheduled regularly in advance to foster attendance and clarity of expectations.

Principle #7: Students are likely to establish academic relationships with other faculty.
Students often will establish relationships with other faculty members who are not their official advisor and who may influence students at different times during their academic program. Such relationships can be quite positive, but do *not* supplant the official advising relationship, and responsibility, unless an official administrative change is made.

Principle #8: Administrative procedures for appeals and grievances should be part of each program's student handbook and stated in a way so as to be clear and simple to follow.
The process through which students may change advisors, appeal decisions, or initiate a grievance must be clearly stated in each program's student handbook and on the COE website. These procedures should be structured so as to avoid stigma and repercussions if they are enacted. A clear statement of how to follow these procedures should be articulated in the program handbook and on the college website; thus they should be known to faculty, staff and students. Assistance in considering these options will be offered through the department or at the college-level through the Office of Student Affairs.

Principle #9: Where appropriate, each student should develop their program plan according to their respective program's guidelines as early in the academic experience as possible.
In some programs and degree options, students establish a program committee with whom they develop a program plan, which details the plan of study addressing program requirements and, where appropriate, student preferences. This program plan is a written agreement between the student and the college that details the program of study leading to the specific degree.

Principle #10 (for doctoral students or advanced graduate students): Doctoral students or advanced graduate students have opportunities to engage in research, program evaluation, or other scholarly activities as part of their academic experience.
Opportunities to engage in research program evaluation or other scholarly activities (e.g., publications, presentations) are part and parcel of the advanced graduate experience in the College of Education. These experiences will, however, vary by the work conducted in the student's program and by his or her own scholarly interests and career objectives. In many situations the student likely will have access to these opportunities through work conducted by the advisor and in other cases the student will work with other faculty, arrangements which may be set up either by the advisor or student.

APPENDIX E

STUDENT FILE AUDIT FORM

Name _____ Cohort _____ Advisor _____

YEAR 1

	Complete (√)
Background Check	☐
Mid-Year Evaluation	☐
Oral Ethics Competency rating form	☐
Doctoral Program Plan	☐
Annual Evaluation	☐
Completion of all OHA requirements (see Appendix N)	☐

YEAR 2

	Complete (√)
Prac proof of liability insurance	☐
Adult prac hours term & year summaries	☐
Adult prac term evaluations (Fall, Win, & Spr)	☐
Theoretical Orientation I Competency rating form & paper	☐
Clinical Competency I rating form & paper	☐
SAP/Master's Project Idea approval form signed	☐
Clinical Competency III rating form & paper*	☐
Annual Evaluation	☐

*Completed when student takes Psych Ax class

YEAR 3

	Complete (√)
Prac proof of liability insurance	☐
Child/family prac hours term & year summary (F,W, & S)	☐
Child/family prac mid-year & final evaluation	☐
Clinical Competency II rating form & paper	☐
Clinical Competency III rating form & paper*	☐
Completed SAP/Master's Project evaluation form signed	☐
Master's program plan**	☐
Annual Evaluation	☐
Externship contract for each site	☐
Externship hours log & supervisor eval for each term	☐

*Completed when student takes Psych Ax class
**Completed only if earning a MS

YEAR 4

	Complete (√)
Scientific Aspects of Beh Competency rating form & paper	☐
Research Design/ Stats Competency rating form & paper	☐
Diversity Multicultural Competency I rating form & paper	☐
Advance to Candidacy paperwork*	☐
Annual Evaluation	☐

Dissertation Committee Form	☐
Dissertation Proposal defense signature page	☐
Proposal Memorandum of Understanding (MOU)	☐
Prac proof of liability insurance	☐
Externship contract for each site	☐
Externship hours log & supervisor evaluation for each term	☐

*Completed after passing summer competencies

BEFORE LEAVING CAMPUS FOR INTERNSHIP

Complete (√)

Apply for Oral Defense (if defending before internship)	☐
Apply for On-Leave Status (if defending before internship)	☐
Theoretical Orientation II Competency paper (APPIC)	☐
Diversity Multicultural Competency II paper (APPIC)	☐
Internship offer letter	☐
Teaching Competency	☐

APPENDIX F

COMPETENCIES EVALUATION CRITERIA

- Oral Ethics Competency Evaluation Form
- Diversity/Multicultural I Rating Sheet
- Scientific Aspects of Behavior Rating Sheet
- Research Design/Statistics Rating Sheet
- Theoretical Orientation I Rating Sheet
- Clinical Competency I: Clinical Case Presentation Rating Sheet
- Clinical Competency II: Clinical Case Presentation Rating Sheet
- Clinical Competency III: Assessment Rating Sheet
- Specialty Area/Master's Project Competency Evaluation Form
- Teaching Competency

Oral Ethics Competency Evaluation Form

Student _____   **Evaluators** _____

Date _____   _____

The number circled indicates the level the student achieved in this competency area.

score   *definition of score*

5   This ethics competency element goes beyond the expected level for a typical doctoral student at this stage of training. Content from the full range of aspects of ethical, legal, and other relevant factors is integrated throughout and demonstrates a thorough, accurate, and comprehensive understanding of these aspects and their interconnected relationships. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. The content is expressed with superior precision and verbal proficiency.

4   This ethics element addresses the relevant components, integrates them accurately and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization. Presentation of material is skillful and thorough.

3   This ethics competency element addresses all relevant components and facets of this competency area. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but full integration of all relevant aspects and/or tight, cohesive organization may be lacking (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2   This ethics competency element response neglects or distorts one or more of the relevant components, lacks adequate integration of ethical, legal, and other relevant factors, and/or provides a superficial, underdeveloped treatment of the area. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The oral report frequently impedes communication of the speaker's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This ethics competency element response seriously neglects or distorts one or more of the relevant components, neglects to integrate the aspects of ethical, legal, and other relevant factors, or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This ethics competency element response entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and expression that make the presentation extremely difficult to follow.

Comments:_____

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Portfolio Element: Diversity/Multicultural Competency I
Rating Sheet

Student _____ **Evaluator/role** _____

Date _____

The number circled indicates the level the student achieved in this competency area.

score   definition of score

5   This portfolio competency element goes beyond the expected level for a typical doctoral student at this stage of training and demonstrates an exceptional level of critical self-awareness. A thorough, accurate, and comprehensive understanding of multiculturalism is presented. Critical self-assessment and examples used to reflect this self-assessment demonstrate depth, nuance, and complexity. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Well cited and substantiated. The content is expressed with superior precision, literacy and critical self-reflection.

4   This portfolio competency element addresses the relevant components and demonstrates a solid understanding of multiculturalism and critical self-awareness. It shows clear and sophisticated thinking and good organization. Critical self-assessment and examples used to reflect this self-assessment demonstrate some depth, nuance, and complexity. Presentation of material and self-reflection is skillful and thorough. Content is backed up with relevant citations from the literature and clear, relevant examples of clinical and research work.

3   This portfolio competency element addresses all relevant components and facets of this competency area. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Critical self-assessment is adequate, though it may be lacking in depth or nuance. Examples used to reflect this self-assessment are relevant and well described. Content is adequate to demonstrate competency, but more would be needed to reflect higher levels of self-awareness and competency in the area.

2   This portfolio competency element response neglects or distorts one or more of the relevant components and provides a superficial, underdeveloped and/or minimal level of critical self-reflection or understanding of multiculturalism. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This portfolio competency element response seriously neglects or distorts one or more of the relevant components or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation demonstrates poor reflection of knowledge and limited/unacceptable levels of critical self-reflection on this topic.

0   This portfolio competency element response entirely fails to address the topic or relevant tasks and extremely low levels of self-reflection on this topic. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Comments:_____

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Portfolio Element: Scientific Aspects of Behavior
Rating Sheet

Student _____   **Evaluator/role** _____

Date _____

The number circled indicates the level the student achieved in this competency area.

score   definition of score

5   This portfolio competency element goes beyond the expected level for a typical doctoral student at this stage of training. Content from the full range of aspects of behavior (biological, social, individual difference and cognitive/affective) is integrated throughout and demonstrates a thorough, accurate, and comprehensive understanding of these aspects and their interconnected relationships. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. The content is expressed with superior precision and literacy.

4   This portfolio competency element addresses the relevant components, integrates them accurately and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization. Presentation of material is skillful and thorough.

3   This portfolio competency element addresses all relevant components and facets of this competency area. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but full integration of all the scientific aspects and/or tight, cohesive organization may be lacking (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2   This portfolio competency element response neglects or distorts one or more of the relevant components, lacks adequate integration of all the scientific aspects of behavior, and/or provides a superficial, underdeveloped treatment of the area. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This portfolio competency element response seriously neglects or distorts one or more of the relevant components, neglects to integrate the aspects of behavior, or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This portfolio competency element response entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Comments:_____

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Portfolio Element: Research Design/Statistics
Rating Sheet

Student _____   **Evaluator/role** _____

Date _____

The number circled indicates the level the student achieved in this competency area.

score   definition of score

5   This portfolio competency element goes beyond the expected level for a typical doctoral student at this stage of training. Content demonstrates a thorough, accurate, and comprehensive understanding of research design, research questions, variables, statistical analyses, and threats to validity corresponding to this question. Every element of the task is presented with clarity, accuracy, depth of thought, and focused and coherent organization. The content is expressed with superior precision and literacy. Content is well substantiated with appropriate citations.

4   This portfolio competency element addresses the relevant components and facets of the question and demonstrates a solid understanding of research design, research questions, variables, statistical analyses, and threats to validity corresponding to this question. It shows clear and sophisticated thinking, good organization, and accuracy of information. Presentation of material is skillful and thorough and appropriately cited.

3   This portfolio competency element addresses all relevant components and facets of this question. The content, while sound, may also be slightly under-elaborated, may be presented at a minimally acceptable level, or may contain minor inaccuracies. Like the 4 – level response, it shows clarity of thought but may be lacking tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but does not reflect higher levels of expertise in the area. Citations may be sparse but are appropriate.

2   This portfolio competency element neglects or distorts one or more of the relevant components and/or provides a superficial, underdeveloped treatment of the area. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content in one or more areas (such as research questions, variables, statistical analyses and/or threats to validity) is presented at the minimal level, may be presented such that reader must infer knowledge that is not communicated, and/or is inaccurate, and does not meet expectations for a doctoral student at this stage of development. Citations may be inadequate or inaccurate. Room for improvement is evident.

1   This portfolio competency element seriously neglects or distorts one or more of the relevant components or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, and it is a poor reflection of knowledge. Citations may be missing or inappropriate.

0   This portfolio competency element entirely fails to address the topic or relevant components of the question. Alternatively, it demonstrates marked problems with organization and mechanics that make the presentation extremely difficult to follow.

Comments:_____

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Portfolio Element: Theoretical Orientation I
Rating Sheet

Student _____   **Evaluator/role** _____

Date _____

The number circled indicates the level the student achieved in this competency area.

score   *definition of score*

5   This portfolio competency element goes beyond the expected level for a typical doctoral student at this stage of training. A thorough, accurate, and comprehensive understanding of theoretical orientation is presented. Critical elements of the theory are clearly described. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. The content is expressed with superior precision and literacy. The content is thoroughly cited.

4   This portfolio competency element addresses the relevant components and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization. Presentation of material is skillful and thorough.

3   This portfolio competency element addresses all relevant components and facets of this competency area. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2   This portfolio competency element response neglects or distorts one or more of the relevant components or provides a superficial, underdeveloped treatment of the area. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This portfolio competency element response seriously neglects or distorts one or more of the relevant components or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This portfolio competency element response entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Comments:_____

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Clinical Competency I: Written Adult Prac Clinical Case Presentation
Rating Sheet

Student _____   **Evaluator/role** _____ **Practicum instructor**

Date _____

The number circled indicates the level the student achieved in this competency area.

score *definition of score*

5   This portfolio competency element goes beyond the expected level for a typical doctoral student at this stage of training. This written case presentation demonstrates a thorough, accurate, and comprehensive understanding of clinical work with a particular client. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Well-cited. Evidence base included. The content is expressed with superior precision and literacy.

4   This portfolio competency element addresses the relevant elements and demonstrates a solid understanding of clinical work with a particular client. This written case presentation shows clear and sophisticated thinking and good organization. Presentation of material for each element of the task is skillful and thorough. Well-cited. Evidence base included.

3   This portfolio competency element addresses all relevant elements and facets of a written case presentation of clinical work with a particular client. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level (e.g. some parts of the task are not well developed). Content is adequate to demonstrate competency, but more would be needed to demonstrate higher levels of expertise in the area.

2   This portfolio competency element response neglects or distorts one or more required areas or provides a superficial, underdeveloped treatment of the area. Evidence base insufficient. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This portfolio competency element omits or seriously distorts one or more of the relevant elements or offers less than minimal treatment of the area. Evidence base not presented. Alternatively, it may demonstrate substantial problems with conceptualization, analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This competency response entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Comments:_____

_____

_____

_____

_____

_____

Clinical Competency II: Written CFC Clinical Case Presentation
Rating Sheet

Student _____ **Evaluator/role** _____ **Practicum instructor**

Date _____

The number circled indicates the level the student achieved in this competency area.

score   *definition of score*

5   This competency area goes beyond the expected level for a typical doctoral student at this stage of training. A thorough, accurate, and comprehensive understanding of clinical work with client is presented. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Well-cited. Evidence base included. The content is expressed with superior precision and literacy.

4   This competency addresses the relevant elements and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization. Presentation of material is skillful and thorough. Well-cited. Evidence base included.

3   This competency addresses all relevant elements and facets of this competency area. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2   This competency response neglects or distorts one or more of the relevant elements or provides a superficial, underdeveloped treatment of the area. Evidence base insufficient. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This competency response seriously neglects or distorts one or more of the relevant elements or offers less than minimal treatment of the area. Evidence base not presented. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This competency response entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Comments:_____

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_____

Clinical Competency III: Psychological Assessment
Rating Sheet

Student _____ **Evaluator/role**_____ **Course Instructor**

Date _____

The number circled indicates the level the student achieved in this competency area.

score   *definition of score*

5   This competency area goes beyond the expected level for a typical doctoral student at this stage of training. A thorough, accurate, and comprehensive understanding of the elements of a sophisticated psychological assessment is presented. Every element of the assessment is presented with clarity, depth of thought, and focused and coherent organization and based on an evidence-based approach to the integration of multiple sources of information. The content is expressed with superior precision and literacy.

4   This competency addresses the relevant elements and demonstrates a solid understanding of psychological assessment. It shows clear and sophisticated thinking and good organization. Presentation of material is skillful and thorough. Clear evidence-based approach was used.

3   This competency addresses all relevant elements and facets of this competency area. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2   This competency response neglects or distorts one or more of the relevant elements or provides a superficial, underdeveloped knowledge and execution of psychological assessment. Evidence of a skillful integration of sources of information is insufficient. It may show some clarity of thought while being overly simplistic or lacking in sufficient detail. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and borders on being unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This competency response seriously neglects or distorts one or more of the relevant elements or offers less than minimal treatment of the area. Skillful and thoughtful evidence-based integration of sources of information is not presented. Alternatively, it may demonstrate substantial problems with case conceptualization, basic therapeutic skill and/or test administration, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This competency response entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Comments:_____

_____

_____

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_____

Specialty Area Project/Master's Project Competency Evaluation Form

Name: _____   Date: _____

Project Title: _____

Project is: _____ Specialty Area   _____ Masters Project

0= Far Below Expectation (significant omissions, poorly communicated content)

1= Below Expectations (not ready for submission as a manuscript because it lacks qualities such as those specified in each category below)

2= Minor Revisions Required in order to Meet Expectations (as specified below)

3= Meets Expectations (sufficient attention and quality in all components)

4= Meets Expectations (strong in all component areas)

5= Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)

(Must meet expectations in each area prior to final acceptance of project)

_____ Rationale (sufficient justification, relevant literature cited, theoretically grounded)

_____ Methods (each required section present, sufficient detail, accurate)

_____ Analyses (appropriate, clearly presented, accurate)

_____ Results (organized, follow from hypotheses, accurate)

_____ Discussion (relevant literature cited, limitations acknowledged, implications for practice, research, policy discussed as appropriate)

_____ Writing quality (well-structured sentences & paragraphs, no errors of grammar or typos, clear and precise language, organized, structured, headings)

_____ APA 6th edition format

_____ Attention to diversity (e.g. indicates sample composition in lit review, addresses limitations of measurement and external validity with diverse populations)

_____ Attention to ecological and social justice factors bearing upon topic (levels of ecology evident in conceptualization, relevant issues of marginalization or reproduction of status quo addressed)

This Specialty Area Project/Master's project is _____ Accepted _____ Not accepted

Overall Rating: (0-5) _____ (see next page for rubric)

_____   _____
Advisor Signature   Date

The number circled indicates the level the student achieved in this competency area.

5   This SAP/Masters project goes beyond the expected level for a typical doctoral student at this stage of training. A thorough, accurate, and comprehensive understanding of specialty area/research topic is demonstrated along with a strong rationale for the study. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Analyses well suited to questions, presented very well. Evidence base included. The content is expressed with superior precision and literacy.

4   This SAP/Masters project includes all elements of a publishable research project, well justified, research addresses the relevant elements and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization and structure. Presentation of material is skillful and thorough. Well-cited. Evidence base included.

3   This SAP/Masters project includes all elements of a publishable research project. The content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2   This SAP/Masters project neglects one or more components (rationale, results) such that it provides only a superficial or underdeveloped treatment of the area. Evidence base may be insufficient. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer's ideas. Content is presented at the minimal level, and is not unacceptable for a doctoral student at this stage of development. Room for improvement is evident.

1   This SAP/Masters project seriously neglects or distorts one or more of the relevant elements or offers less than minimal treatment of the area. Evidence base not presented. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0   This SAP/Masters project entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Additional Comments and Recommendations:

_____

_____

_____

_____

_____

_____

TEACHING COMPETENCY PLAN & EVALUATION FORM

Counseling Psychology Doctoral Program
TEACHING COMPETENCY FORM

STUDENT NAME: _____

ADVISOR: _____ TERM SUBMITTED: _____

Instructions: Please complete all applicable information for sections A-F. See the handbook for a complete description of teaching competency requirements. Turn in this form to your advisor once all 3 teaching points have been earned and documentation is complete. Teaching competency is met by completing the following:

> A) Pass CPSY 602: Supervised College Teaching and attach documentation
> B) Attach statement of teaching philosophy
> C) Earn 3 teaching-activity points
> D) Have 1 lecture reviewed by faculty or approved equivalent
> E) Submit a brief descriptive statement for each teaching activity
> F) Provide written evidence of teaching activities
> G) Acquire signatures from your advisor and Program Director

A.   DOCUMENTATION OF PASSING CPSY 602: SUPERVISED COLLEGE TEACHING (see syllabus)

B.   ATTACH STATEMENT OF TEACHING PHILOSOPHY (see CPSY 602 syllabus)

C.   TEACHING ACTIVITIES LIST Please place a checkmark next to each completed activity and provide applicable information. Activity points should add up to 3 points.

☐ Taught a Course (3 points). Provide: a) Course name b) Term taught c) Supervisor/ Hiring Department.

☐ Made a class presentation of 75-90 minutes delivered in a course in which you are not enrolled (1 point each). For each presentation, provide: a) Course name b) Presentation title c) Class instructor d) Date of presentation.

☐ Facilitated groups in a group-teaching format through one entire term (1 point each). For each term of group facilitation, provide: a) Course name b) Class instructor c) Facilitation term.

☐ Gave an oral presentation (not a poster session, different from class presentation) at a state, regional, or national conference (1 point each). For each presentation, provide: a) Conference title b) Presentation title c) Date of presentation.

☐ Gave a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point each). For each workshop, provide: a) Workshop title b) Date of workshop c) Location/Department

☐ Other: Please gain approval from your advisor prior to completing an activity that is not already listed on this form. Provide in the space below a description of the activity.

D.   FACULTY LECTURE EVALUATION At least one lecture must be reviewed and critiqued by a faculty member/ faculty-approved equivalent. Please complete the following information and attach any evaluation/notes from the faculty member to this form:

Name of faculty member or equivalent: _____ Review Date_____

Which activity from the list above was reviewed? _____

E.   DESCRIPTIVE STATEMENT On a separate page, provide a brief written description of each qualifying activity. This should include a statement of goals, objectives, and activities for each teaching activity (e.g., topic audience composition, and when, where, and how instruction was provided). Attach your statement to this form.

F.   EVIDENCE OF TEACHING ACTIVITIES You must provide evidence of your teaching activities (e.g., lecture/ powerpoint notes, handouts, teaching material, etc.). Evidence must include evaluations and critiques you received from faculty, TEP, and/ or audience members. Please list which forms of evidence you are submitting with this form.

G.   FINAL APPROVAL OF COMPLETION OF TEACHING COMPETENCY

Student: _____ Date Submitted: _____

Faculty Advisor: _____ Date Approved: _____

Program director: _____ Date Approved: _____

Notes.
1. You may enroll for _CPSY 602 Supervised College Teaching_ credit prior to or as you fulfill this requirement. Discuss this with your advisor and clarify what your teaching competency agreement is prior to registering.
2. The teaching competency must be completed prior to _leaving_ for internship.

APPENDIX H

REGISTRATION POLICY DURING INTERNSHIP

The Graduate School has created a policy that allows students to defend their dissertations and then delay graduation until internship has been completed. Students who have successfully defended their dissertation and received an internship assignment can apply for "On Leave" status. They will not be required to pay tuition or fees during these terms. These same students must register for at least 1 credit of "Internship" during the term they intend to graduate.

Doctoral students interrupting their study program for one or more terms must submit a request for On Leave Status to the Graduate School by the last registration day in the term for which leave is being requested. Departmental approval is required before the Graduate School can review the request for leave. The departmental approval is contingent on the signed dissertation form being turned in to the SSC.

Students who have not completed their dissertation prior to embarking on an internship must continue to register for a minimum of 3 credits of Dissertation and 1 Internship credit until they successfully defend their dissertation. This means the student must continue paying tuition and fees while being employed fulltime at internship sites away from the Eugene campus. Once they have defended their dissertation, they become eligible for a leave of absence as described above. If these students take a leave of absence, then they will also be required to register for at least 1 credit of "Internship" during the term they intend to graduate.

Students are also responsible for complying with all other applicable Graduate School deadlines (http://gradschool.uoregon.edu/deadlines-doctoral) and requirements related to dissertations and graduation. The On Leave terms associated with the internship requirement are in addition to the three terms of leave that are available to all doctoral students.

Remember that during terms of approved On Leave status, graduate students are not allowed to make use of university services, faculty or staff time. Graduate students must register and pay fees if they will be using university facilities or faculty or staff services during any term.

EXAMPLES:

Student A defends her dissertation in **Spring term prior** to the internship year. She will register for at least 3 Dissertation credits in the preceding Winter and the Spring she defends. She can be On Leave for up to three terms (Fall, Winter and Spring), and register for 1 credit of Internship during the final Summer term when she completes the internship and graduates.

Student B defends his dissertation during the **Fall term** of his internship year. He will register for at least 3 Dissertation credits during the preceding Spring term; he will register for at least 3 Dissertation credits and 1 Internship credit the Fall term he defends; he will be On Leave for Winter and Spring terms and thus not register; he will register for 1credit of Internship during Summer term when he completes the internship and graduates.

Student C defends his dissertation during the **Winter term** of his internship year. He will register for at least 3 Dissertation credits and 1 Internship credit during the preceding Fall term and Winter term of the defense; he will be On Leave for Spring term and thus not register; he will register for 1credit of Internship during Summer term when he completes the internship and graduates.

Student D defends her dissertation in the **Spring term** of her internship year. She will register for at least 3 credits of Dissertation and 1 credit of Internship during Fall, Winter, and Spring terms of internship year; she will register for only 1 credit of Internship during Summer term when she completes internship and graduates.

Students cannot defend their dissertations during **Summer term** of Internship year; faculty are not available.

Student E defends her dissertation in the **Fall term after** internship year. She will register for at least 3 Dissertation credits and 1 Internship credit during Fall, Winter, Spring, and Summer terms of Internship year; she will register for 3 credits of Dissertation Fall term (but not internship credits because it is completed) when she graduates.

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Guide to Registering for Dissertation and Internship Credits
Defending *prior* to Internship

⇨ Advance to Candidacy
⇨ Register for *Dissertation (603)* credits each quarter as you work on your dissertation
⇨ Winter Quarter (prior to Oral Defense)
   ⬩ Register for at least 3 *Dissertation (603)* credits
⇨ Spring Quarter (quarter of Oral Defense)
   ⬩ Register for at least 3 *Dissertation (603)* credits
   ⬩ Follow all graduate school Doctoral Degree Deadlines (indicate that you will graduate the summer that
     you complete internship): http://gradschool.uoregon.edu/deadlines-doctoral
   ⬩ Hold oral defense
   ⬩ Apply for "On Leave" status through GradWeb for next Fall-Spring quarters
⇨ Fall Quarter (on Internship)
   ⬩ "On Leave" Status – No tuition or fees!
⇨ Winter Quarter (on Internship)
   ⬩ "On Leave" Status – No tuition or fees!
⇨ Spring Quarter (on Internship)
   ⬩ "On Leave" Status – No tuition or fees!
⇨ Summer Quarter (of Graduation)
   ⬩ Register for 1-credit of Internship – Pay tuition and fees
   ⬩ Graduate!
Note. By graduation, you must have a minimum of 18 credits of Dissertation *(603)*.

</div>

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Guide to Registering for Dissertation and Internship Credits
Defending *during* Internship

⇨ Advance to Candidacy
⇨ Register for *Dissertation (603)* credits each quarter you work on your dissertation (prior to leaving for internship)
⇨ Quarters before Oral Defense*
   ⬩ Register for at least 3 *Dissertation (603)* credits
   ⬩ Register for 1 credit of Internship (only if on Internship)
⇨ Quarter of Oral Defense*
   ⬩ Register for at least 3 *Dissertation (603)* credits
   ⬩ Register for 1 credit of Internship
   ⬩ Follow all graduate school Doctoral Degree Deadlines (indicate that you will graduate the summer that
     you complete internship): http://gradschool.uoregon.edu/deadlines-doctoral
   ⬩ Hold oral defense
   ⬩ Apply for "On Leave" status through GradWeb for remaining quarters except summer
⇨ Quarter after Oral Defense (if applicable)
   ⬩ "On Leave" Status – No tuition or fees!
⇨ Summer Quarter (of Graduation)*
   ⬩ Register for 1 credit of Internship
Note. * = Pay tuition and fees while on internship.
By graduation, you must have a minimum of 18 credits of Dissertation *(603)*.
See specific examples by quarter in preceding Registration Policy.

</div>

Student Annual Evaluation Form

Student Name:	Year in program:	Advisor:	

Academic Progress (Courses & Grades)

Number of Incompletes (I):	Number of grades lower than B-:		
Student is on track for year-in-program (in terms of # courses successfully completed?):		Yes	No
If *no*, please comment:			

Defenses/Exams/Portfolio Competency Elements			
	Date		Score
Ethics Oral Exam passed?	Not yet; anticipated date:	Yes, date:	
Specialty Area Paper (SAP) approved?	Not yet; anticipated date:	Yes, date:	
Theoretical Orientation I essay passed?	Not yet; anticipated date:	Yes, date:	
Adult Interventions Clinical Competency I - oral & written passed?	Not yet; anticipated date:	Yes, date:	
Child/Family Interventions Clinical Competency II - oral & written passed?	Not yet; anticipated date:	Yes, date:	
Assessment Clinical Competency III passed	Not yet; anticipated date:	Yes, date:	
Diversity/Multicultural I Comprehensive Exam passed?	Not yet; anticipated date:	Yes, date:	
Scientific Aspects of Behavior Comprehensive Exam passed?	Not yet; anticipated date:	Yes, date:	
Research Design/Statistics Comprehensive Exam passed?	Not yet; anticipated date:	Yes, date:	
Diversity/Multicultural II essay completed?	Not yet; anticipated date:	Yes, date:	
Theoretical Orientation II essay approved?	Not yet; anticipated date:	Yes, date:	
Teaching Portfolio approved?	Not yet; anticipated date:	Yes, date:	NA
Dissertation Proposal defended?	Not yet; anticipated date:	Yes, date:	NA
Dissertation defended?	Not yet; anticipated date:	Yes, date:	NA

Contribution to Scientific Knowledge

List in APA format, manuscripts (journal articles or book chapters) **published** (note those *in press* or *online* first) from **5/1/2016 to 4/31/2017:**

List in APA format, manuscripts (journal articles or book chapters) **submitted**, but not yet published to date**,** from **5/1/2016 to 4/31/2017:**

List in APA format, papers, posters, workshop **presented or co-presented** at local, regional, national, or international conferences delivered from **5/1/2016 to 4/31/2017:**

Practicum, Externship, and Internship (**Name of Site, Terms at Site this Year**)			
Practicum/Externship	Fall	Winter	Spring
Site #1:			
Site #2:			
Site #3:			
Going on internship this fall?	Yes:	No, anticipated date:	
Name of site:			
Accreditation status of site:	APA/CPA	APPIC member (but non-APA/CPA)	

1. Research	Yes/Score	No	Not Yet	NA
• Intro to Counseling Psychology course passed				
• SAP Research Paper topic approved				
• SAP Research Paper completed				
• Research Design/Statistics Comprehensive Exam question passed				
• Dissertation Defended				
• Presented 1 conference paper				
Program faculty global evaluation of student performance in **Research** competency area				

2. Ethics and legal standards	Yes/Score	No	Not Yet	NA
• Professional Ethics and Discussion Lab course passed				
• CITI Certification completed				
• Ethics Oral Exam passed				
• **Fall** Practicum/ Externship evaluation meets competency – Ethical & Legal Standards				
• **Winter** Practicum/ Externship evaluation meets competency – Ethical & Legal Standards				
• **Spring** Practicum/ Externship evaluation meets competency – Ethical & Legal Standards				
Program faculty global evaluation of student performance in **Ethics & legal standards** competency area:				

3. Individual and cultural diversity	Yes/Score	No	Not Yet	NA
• Counseling Diverse Populations course passed				
• Diversity/Multicultural I Comprehensive Exam passed?				
• Diversity/Multicultural II essay completed?				
• **Fall** Practicum/ Externship evaluation meets competency – Individual & Cultural Diversity				
• **Winter** Practicum/ Externship evaluation meets competency – Individual and Cultural Diversity				
• **Spring** Practicum/ Externship evaluation meets competency – Individual and Cultural Diversity				

4. **Professional values, attitudes, and behavior**	Yes/Score	No	Not Yet	NA
• **Fall** All Practicum/ Externship evaluations meets competency – Professionalism & Reflective Practice				
• **Winter** Practicum/ Externship evaluation meets competency – Professionalism & Reflective Practice				
• **Spring** Practicum/ Externship evaluation meets competency Professionalism & Reflective Practice				
Program faculty global evaluation of student competency in **Professional values, attitudes, & behavior**:				
Program faculty global evaluation of student performance in **Individual and cultural diversity** competency area:				

5. **Communication and interpersonal skills**	Yes/Score	No	Not Yet	NA
• **Fall** Practicum/ Externship evaluation meets competency – Reflective Practice & Other Areas of Competency				
• **Winter** Practicum/ Externship evaluation meets competency – Reflective Practice & Other Areas of Competency				
• **Spring** Practicum/ Externship evaluation meets competency – Reflective Practice & Other Areas of Competency				
Program faculty global evaluation of student competency in **Communication and Interpersonal Skills**:				

6. **Assessment**	Yes/Score	No	Not Yet	NA
• Intellectual Assessment course passed				
• Psychological Assessment course passed				
• Assessment Clinical Competency III passed				
• **Fall** Practicum/ Externship evaluation meets competency – Assessment				
• **Winter** Practicum/ Externship evaluation meets competency – Assessment				
• **Spring** Practicum/ Externship evaluation meets competency – Assessment				
Program faculty global evaluation of student performance in the **Assessment** competency area:				

7. **Intervention**	Yes/Score	No	Not Yet	NA
• Theories of Counseling course passed				
• Group Psychotherapy course passed				
• Professional Ethics and Lab course passed				

	Yes/Score	No	Not Yet	NA
• Theories of Career Development course passed				
• Mental Health & Diagnosis course passed				
• Advanced Individual Counseling Interventions course passed				
• Child & Family Interventions course passed				
• Adult Practicum course passed (Fall, Winter and Spring; *2nd year students report on performance to date--note that evaluation will be modified if spring performance warrants*)				
• Child & Family Practicum course passed (Fall, Winter and Spring-to-date; *3rd year students report on performance to date note that evaluation will be modified if spring performance warrants*)				
• Theoretical Orientation I essay passed				
• Theoretical Orientation I essay passed				
• Adult Interventions Clinical Competency I - oral & written competency element passed?				
• Child/Family Interventions Clinical Competency II - oral & written element passed?				
• **Fall** Practicum/ Externship evaluation meets competency – Intervention				
• **Winter** Practicum/ Externship evaluation meets competency – Intervention				
• **Spring** Practicum/ Externship evaluation meets competency – Intervention				
• Theoretical Orientation II essay approved?				
• Teaching Portfolio approved?				
• APA Accredited Internship completed				
Program faculty global evaluation of student performance in the **Intervention** competency area:			

8. Supervision	Yes/Score	No	Not Yet	NA
• Supervision & Agency Administration course passed				
• Direct or simulated supervision practice with trainees or other health professional conducted				
• **Fall** Practicum/ Externship evaluation meets competency – Supervision				
• **Winter** Practicum/ Externship evaluation meets competency – Supervision				
• **Spring** Practicum/ Externship evaluation meets competency – Supervision				
Program faculty global evaluation of student performance in the **Supervision** competency area:			

9. Consultation and Interprofessional/ Interdisciplinary skills	Yes/Score	No	Not Yet	NA
• Consultation course passed				
• **Fall** Practicum/ Externship evaluation meets competency – Other Areas of Competency				
• **Winter** Practicum/ Externship evaluation meets competency – Other Areas of Competency				
• **Spring** Practicum/ Externship evaluation meets competency – Other Areas of Competency				
Program faculty global evaluation of student competency in **Consultation & Interprofessional/Interdisciplinary skills**:				

Discipline Specific Knowledge – **Completed thus far in the program** Note: Indicate with **X** = Course passed with grade of B- or better; **Comprehensive question passed** = Total score of 3 or higher (if remediation was required prior to passing, please indicate with RX instead of X)			
	Yes	No	Not Yet
1. History and systems of psychology			
• Intro to Counseling Psychology course passed			
• History & Systems of Psychology course passed			
2. Basic content areas (i.e., Psychological Foundations)			
• Social Aspects of Behavior course passed			
• Developmental Psychology across the Lifespan course passed			
• Biological aspects of Behavior course passed			
• Cognitive & Affective Bases of Behavior course passed			
3. Advanced integrative knowledge of basic discipline specific content areas			
• Cognitive & Affective Bases of Behavior course passed			
• Scientific Aspects of Behavior Summer Written Comprehensive exam passed			
4. Research methods			
• Social Sciences Research Design course passed			
• Specialty Area Research Project completed			
• Research Design/Stats Summer Comprehensive Exam passed			
• Dissertation Proposal Defended			
• Dissertation Defended			
5. Quantitative methods			
• Ed Stats, Applied Stats & Design, courses passed			
• Multiple Regression course passed			
• Multivariate Statistics passed			
• Research Design/Stats Summer Comprehensive Exam passed			
• Dissertation Proposal Defended			
• Dissertation Defended			

6. Psychometrics			
• Psychological Assessment course passed			
• Intellectual Assessment course passed			
• Assessment Clinical Competency III passed			

Graduate Employment (GE) 2017-2018

Position:

Supervisor:

Students: Please indicate agreement with the following statement across the following areas:
"My GE position included opportunities to enhance my skills in…"

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA
Research	1	2	3	4	5	NA
Ethics and legal standards	1	2	3	4	5	NA
Individual & cultural diversity	1	2	3	4	5	NA
Communication and interpersonal skills	1	2	3	4	5	NA
Assessment	1	2	3	4	5	NA
Intervention	1	2	3	4	5	NA
Supervision	1	2	3	4	5	NA
Consultation and interprofessional/interdisciplinary skills	1	2	3	4	5	NA

Faculty's Overall Evaluation of Student Progress

Satisfactory progress: YES / NO

Areas needing specific attention to continue in good standing:

Narrative evaluation: The purpose of this evaluation is to provide you with some written feedback regarding your progress in the doctoral program and to acknowledge your activities and efforts. We hope that this document will help to highlight your strengths and accomplishments as well as augment your understanding of the faculty's perceptions of any areas for attention and growth.

STUDENTS: Using this template, please provide 1-4 sentences in each domain area that reflect your activities and accomplishments since beginning this program. *Save this document with your last name*

in the file name and send it to your advisor along with your updated CV (the CV document must ALSO have your name in the file name). Send it as a word document so that we can add or alter any content to better reflect your progress.

♦ **Assessment, Clinical Intervention, Supervision, & Consultation Skills**

♦ **Research & Scientific Skills**

♦ **Ethical Competency**

♦ **Written Competencies**

♦ **Multicultural Competencies**

♦ **Self-Awareness, Interpersonal Skills, Peer and Faculty Relations**

♦ **Professional Involvement**

♦ **Goal Evaluation**

♦ **Advisor Summary:**

_____   _____
Advisor Signature (Date)   Student Signature (Date)

_____

Training Director Signature (Date)

APPENDIX J

INCLEMENT WEATHER POLICY, UNATTENDED ANIMAL POLICY, MANDATORY REPORTING POLICY

Inclement Weather

Because it is a residential campus with 24/7 operations, the University of Oregon historically has not closed during inclement weather. In rare circumstances, however, extremely dangerous weather conditions may force the university to curtail hours (i.e., open late or close early or close completely). When inclement weather occurs, the university will follow one of these schedule options:

- Remaining open with the understanding that many faculty, staff, and students may not be able to travel safely to campus and decide to remain home;
- Opening late or closing early, based on weather conditions;
- Closing the institution completely except for essential services.

Essential services: Regardless of the closure decision, employees who perform essential duties will be expected to come to work. Examples include public safety employees, residence hall kitchen workers, and those responsible for snow removal or storm clean-up. Supervisors of employees who perform essential service work are responsible for communicating attendance expectations in advance and discussing anticipated transportation difficulties.

If the university closes, SEIU employees who are notified that they must report for work because they perform essential services will be paid time and one half for all hours worked during the closure as specified in Article 66, Section 3, of the SEIU collective bargaining agreement.

For all other faculty and staff members and students, it is understood that everyone will not be able to travel to campus during inclement weather if the university remains open or operates on a curtailed schedule. Members of the campus community are expected to use their best judgment in assessing the risk of coming to campus and returning home, based on individual circumstances. Those who believe that the road conditions from home are dangerous are urged and even expected to stay there to prevent injury.

Notification: In the event the university operates on a curtailed schedule or closes, UO media relations staff will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main homepage (in the "News" section) at http://www.uoregon.edu.

Faculty Notification of Class Cancellation: Unless the university closes, faculty members not able to travel to campus to convene their classes have the responsibility of attempting to notify students in a timely way that they will not be holding class. Furthermore, it is incumbent on faculty to share the communication strategy at the beginning of the term in the course syllabus so that students fully understand, in advance of inclement weather, how to get this information prior to traveling to campus. Faculty members should contact their home department with the information as a first point of contact, and use at least one other method which may come from the following examples, any of which may be accomplished from off campus:

- Use Canvas, which has an announcements function & the capacity to send email to all enrolled students; or
- Send an email directly to all students; or
- Utilize the university voicemail greeting system on their office phone to announce the class cancellation.

Again, it is very important that students know in advance what method(s) each faculty member will use. Also, all faculty members are asked to exercise flexibility with students who miss class, or are unable to submit coursework as a result of inclement weather.

Managers' and Supervisors' Communication: University managers and supervisors need to prepare for inclement weather in two ways. First, they must notify those employees (if any) who perform essential work of the expectation that they will need to report to work during inclement weather regardless of a university closure and discuss transportation options if that poses difficulties for the employees. Second, they need to prepare for notification by assembling up-to-date home phone lists, assigning calling responsibilities, providing employees with their home phone numbers, and reviewing the process with staff. It is important to respect the confidentiality of employee home phone numbers and to notify student employees as well.

Leave Options: Employees who are unable to report to work because of bad weather or because the university closed will use accrued vacation, compensatory time, exchange time, personal leave or leave without pay to cover the work time missed. Use of accrued sick leave is appropriate only in the case of illness. In cases in which employees do not have sufficient leave to cover the unexpected absence, supervisors are encouraged to allow employees to make up the time, if operational needs permit.

Public School Closures: The university often remains open while public schools and local child-care centers close due to bad weather. Supervisors are encouraged to recognize the difficulties this creates for working parents by responding with as much flexibility as the particular work environment will successfully allow. Supervisors may permit parents to bring their children with

them to work or to allow them to take work home, if the specific job duties accommodate it. In addition, the Vivian Olum Child Development Center provides on-site child care for school-age children whenever inclement weather closes local public schools, but the university remains open. For more information please contact the Center, (541) 346-6586. Pre-registration is required.

COE Policy: Unattended or Unleashed Domestic Animals

To protect people and animals in and around the College of Education, **unattended or unleashed domestic animals are not permitted** on College of Education grounds or in college buildings**.**

Purpose: Each person in the College of Education community is asked to be mindful of the potential dangers that unattended and unleashed animals on University property present. Even the most docile, obedient and affectionate animal can react aggressively if frightened or surprised, especially when leashed to an object and unable to escape for its own protection.

The potential problem for students using vision guide animals is evident. Further, unattended animals can also pose a threat to others, including children who are sometimes in the College of Education complex.

UO Policy on Animal Control

Reference: Under University of Oregon policy (OAR 571-050-0025), "*unattended or unleashed domestic animals are not permitted on the property of the University*." The policy further states that the UO Department of Public Safety is to call the animal control agency to remove and impound unattended or at-large animals.

Procedure for Addressing the Presence of an Unattended or Unleashed Domestic Animal

- Students, staff, and faculty members who see an unattended or unleashed domestic animal in or on College of Education property, including dogs tied to objects such as benches or railings, are asked to immediately inform the nearest COE administrative office.
- The office manager/business manager (or designee) who receives a report of an unattended or unleashed domestic animal will immediately inform the UO Department of Public Safety of the animal's description and exact location so that DPS can call Lane County Animal Control to remove the animal. DPS will not impound the animal. Only Lane County Animal Control will remove the animal.
- After contacting OPS, the office manager/business manager (or designee) should send a brief written report of the incident to the assistant dean for administration and management for future reference. This report needs to include the following:
  - Time and date of call to DPS
  - Description and location of animal

Mandatory Reporting Policy[3]

Effective January 1, 2013, UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse when the employee has "reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child." This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message

http://around.uoregon.edu/mandatoryreporting

UO employees, including faculty, staff, and GEs, also are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring." "Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware (outside of a formal therapy session) that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action & Equal Opportunity. The University Health Center and the University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students. All incoming students are required to attend a training prior to the beginning of fall term.

The implications of the mandatory reporting policy for counseling psychology students, staff, and faculty continue to be reviewed and discussed with UO legal counsel and the Office of Affirmative Action and Equal Opportunity. Updated information will supersede what is provided here.

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[3] The University has updated the mandatory reporting policy. This section of the Handbook will be replaced with the new policy as soon as it is available.

APPENDIX K

LINKS TO COLLEGE OF EDUCATION INTERNET PAGES OF INTEREST

Course Syllabus Template & Requirements: https://education.uoregon.edu/governance/course-syllabus-template-and-requirements.

Academic Policies & Procedures: These are updated when changes are received and should therefore always be current.

Student Dismissal – A8: https://education.uoregon.edu/academics/student-dismissal

Student Grievance – A10: https://education.uoregon.edu/academics/student-grievance

Infusion of Diversity into College Courses – A13: https://education.uoregon.edu/academics/infusion-diversity-college-courses-and-course-documentation

APPENDIX L

HEDCO RESOURCES

The HEDCO building was completed in spring of 2009. The Couples & Family Therapy program shares Suite 240 with the Counseling Psychology program and Communication Disorders & Sciences programs. This area includes faculty offices, program support staff areas, meeting rooms, student spaces, a faculty/staff kitchen and a student kitchen (with microwave, sink, and small fridge), faculty mailboxes (room 242), student mailboxes (265), and the Robin Jaqua Archetypal Library (240). Graduate students have access to the suite at all times once they submit their UOID Prox number to the SSC. The Prox card can be used to enter through the main front doors on the east side of the building or the south side entrance by the clinic, stairs and elevators. With this access, students are expected to act responsibly, respecting security and maintaining a clean, shared space. If you find that your Prox card is not working, send the SSC an email stating which door you tried to enter and your Prox card number (last five digits on the back side of the card).

Students may reserve <u>meeting spaces</u> in HEDCO. Send an email to cphsstudent@uoregon.edu with the following information:
- Day of the week (Monday, Tuesday, etc.)
- Date (e.g. September 22)
- Start time
- End time
- Number of people
- Event title (e.g. CFT research meeting, CFT comp exam prep, CFT supervision)
- Contact person and email
- Room preference if there is one

If you are not able to reserve in advance and you need the room on that same day, you may contact the SSC by email or in-person.

During business hours, students also have access to other facilities in HEDCO:

The <u>Learning Commons</u> (LC) is located on the first floor. It is a student work area with 26 desktop computers running both Mac and Windows 7 with SPSS, Microsoft Office, and internet, and a student run help-desk is always staffed. Students may check out a laptop and adaptor, but items must be returned by the closing hours of that same day. Printing is provided through the campus cash system with both black and white (8¢ per piece of paper, single or double-sided) and color printing (40¢ per side). There are 5 large panels that students can hook up to their laptops for group work activities. There are 2 small group rooms and 4 individual study rooms that can be reserved. During the academic terms, the LC is open Monday – Thursday, 8:00 AM – 8:00 PM, and Friday, 8:00 AM – 5:00 PM. It is open regular hours during finals week, but it is not open between terms. During the summer it is open Monday – Friday, 8:00 AM – 5:00 PM.

The HEDCO <u>Lost & Found</u> is located at the help desk in the Learning Commons.

<u>Student Academic Services</u> (SAS) is another resource located in HEDCO, Suite 130. For graduate students, they offer information on university policies and procedures, tutoring services for writing (drop-in and appointment), and a variety of workshops including APA Writing (https://education.uoregon.edu/sas-workshops).

The <u>Education Station Café</u> is a favorite spot for people from all over campus. It is open during the academic terms on Monday – Thursday, 8:00 AM to 5:00 PM, and Friday 8:00 AM – 3:00 PM. If you use your own cup, you save 25¢.

APPENDIX M

SPANISH LANGUAGE PSYCHOLOGICAL SERVICE & RESEARCH (SLPSR) SPECIALIZATION

Specialization Director: Ellen Hawley McWhirter, Ph.D.

Description
This graduate specialization is a training opportunity offered by the Counseling Psychology Program within the Department of Counseling Psychology & Human Services. The purpose of this specialization in Spanish Language Psychological Service and Research (SLPSR) is to prepare students for engaging in mental health services provision and research with Spanish speaking populations. Students will take coursework designed to enhance their understanding and knowledge of Spanish-speaking Latinas/os in the U.S., provide them with opportunities to provide supervised clinical services to Spanish speaking clients, and engage in research with Spanish speaking participants. Students will be challenged to critically assess the unique social, historical, political, and cultural contexts that shape and are shaped by the experiences of Latinas/os in the United States, with particular attention to conditions of social injustice and inequity, and how such conditions influence the health and well-being of Latina/o Spanish-speaking communities. Students will have the opportunity to apply their knowledge and skills and learn first-hand from Lane County's Latina/o population through clinical work with Spanish-speaking clients or engaging in research with Spanish-speaking participants, bilingual supervision, continuous learning experiences and participation in local educational and cultural events, and a capstone project.

Rationale
Spanish is the second most common language in the United States. Many communities in the U.S., including communities across Oregon, lack mental health service providers who are able to serve the needs of clients who are Spanish speaking. Improving access to and quality of services requires increasing the number of clinicians and researchers who have the necessary linguistic and cultural competencies to do so. Providing quality services means more than having conversational language competency and extends beyond studying a few textbook chapters and articles on Latino populations. Thus, this specialization is designed with the long range goal of increasing the number of linguistically and culturally competent mental health service providers and researchers for working with Spanish speaking populations. Second, this specialization is designed to provide depth and breadth to the training of Spanish competent students in the participating programs. Such training is consistent with the philosophy, goals, and objectives of each participating program, and consistent with the mission statement of the Counseling Psychology and Human Services department.

Eligibility
Students are eligible for this specialization if they are (1) admitted to one of the following accredited clinical graduate programs in the College of Education: Counseling Psychology, Couples and Family Therapy, or School Psychology, (2) performing well academically (minimum GPA of 3.0), and performing well in their pre-clinical or clinical work to date, as confirmed by their advisor and training director; (3) possess pre-existing fundamental competencies in speaking Spanish, and (4) have the approval of their advisor to apply for the specialization. See below for more details and the admissions process.

Goals and Objectives of the Specialization

Goal #1: To produce graduates who can understand and speak Spanish at a competency level sufficient for ethical and responsible provision of psychological services to Spanish speaking clients.

Objective 1a: Graduates are knowledgeable of a broad range of vocabulary in Spanish that is commonly used by Spanish speaking individuals to communicate thoughts, feelings, behaviors, perceptions, and experiences related to topics addressed in mental health counseling and research.
Objective 1b: Graduates can communicate effectively in Spanish regarding thoughts, feelings, behaviors, perceptions, and experiences related to topics addressed in mental health counseling and research.

Goal #2: To produce graduates who are knowledgeable about Latino/a Spanish speaking populations in the U.S. with respect to sociopolitical history, cultural and linguistic norms, and within group variation.

Objective 2a: Graduates can describe the sociopolitical history of two or more U.S. Spanish speaking populations.
Objective 2b: Graduates are knowledgeable of cultural and linguistic norms and within group variation associated with two or more U.S. Spanish speaking populations.

Goal #3: To produce graduates who are committed to multicultural competence, social justice, and enhancing the welfare of Spanish speaking people in clinical and research practices.

Objective 3a: Graduates demonstrate commitment to continuous cultural learning.
Objective 3b: Graduates demonstrate commitment to continuous enhancement of language skills.

Objective 3c: Graduates demonstrate knowledge of equity and justice issues faced by Spanish speaking Latino/a people.
Objective 3d: Graduates are able to engage in culturally competent clinical practice with Spanish speaking Latina/o clients that reflects social justice values.

Goal #4: To produce graduates who understand the standards of knowledge for bilingual therapy provision and research, including a strong commitment to ethical practice.

Objective 4a: Graduates demonstrate knowledge of best practices in provision of mental health services to Spanish speaking Latina/o people.
Objective 4b: Graduates demonstrate knowledge of ethical principles and standards of practice relevant to provision of mental health services to Spanish speaking Latina/o people.
Objective 4c: Graduates demonstrate knowledge of ethical principles and standards of practice relevant to conducting research with Spanish speaking Latina/o people.

Expected competencies of participants who complete the SLPSR specialization:

Competency 1: Students demonstrate ability to provide effective context-sensitive psychological interventions with Latina/o adults and/or children and families who speak Spanish.
Competency 2: Students demonstrate knowledge of evidence-based practices with Spanish-speaking populations.
Competency 3: Students demonstrate incorporation of the ecological model in case conceptualization, intervention, evaluation of treatment, and research with Spanish-speaking Latina/o clients/participants.
Competency 4: Students demonstrate awareness and understanding of diversity among Latina/o and Spanish-speaking clients, and influential contextual issues (e.g., culture, identity, religion, gender, sexual orientation, disability, marginalization, poverty, etc.).
Competency 5: Students apply knowledge of diversity and contextual issues to all aspects of clinical work with Spanish-speaking clients and research with Spanish-speaking Latina/o participants.
Competency 6: Students recognize connections between injustice, oppression, and mental health, and the responsibility to address these issues as relevant in their work with Spanish-speaking Latina/o clients.
Competency 7: Students competently apply multicultural knowledge, experience, theory and scholarship to their own research with Spanish-speaking Latina/o participants.
Competency 8: Students demonstrate commitment to learning and enhancement of multicultural and Spanish language competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.
Competency 9: Students demonstrate competence in applying established ethical principles and practices in all facets of their professional work with Spanish-speaking Latina/o adults and child/family populations.
Competency 10: Students demonstrate awareness of their strengths and areas of needed development for effective clinical work and research with Spanish-speaking Latina/o clients, including recognizing how their privilege, identities, and power influence their research and practice activities.

Required Coursework	Term Offered	Credits
CPSY 626: Psychological Services & Research with Latino and Spanish speaking communities	2016-17 academic year, fall, and biannual thereafter	2
CPSY 615: Counseling Diverse Populations (offered annually, winter term)	Annual, winter term	4
CPSY 609: Practicum Bilingual Supervision (1 credit for 3 terms) (offered fall, winter, and spring terms)	Annual, fall winter and spring terms	3
CPSY 508: Topics in Latina/o Mental Health (offered spring term)	Annual, spring term	3
CPSY /CFT/SPSY 609: Practicum or Externship (in student's major; clinical work with Spanish speaking clients) Note, we cannot guarantee that you will be able to work with Spanish speaking clients at your site. Consult with your program director and the practicum instructor to determine feasibility.	Annual, offered through your home program	1
CPSY 612: Professional Ethics	Annual, fall term	3
TOTAL CREDITS:		16

We anticipate that it will take 2 years to complete the coursework. Students who meet the criteria for the specialization and are admitted, but who anticipate they will not be able to complete the coursework or some other requirement, can still take the classes and engage in as many of the associated learning experiences as possible. The courses CPSY 626: Psychological Services & Research with Latino and Spanish speaking communities and CPSY 508: Topics in Latina/o Mental Health are open to students outside of the specialization.

Required Continuous Learning Activities

Students in the specialization will obtain and document a minimum of 20 hours of participation in educational and cultural events specifically focused on Latina/o communities, and Spanish speaking communities in particular. For example, each term, the Center for Latina/o and Latin American Studies sponsor events designed to educate the academic community and/or the public such as lectures, panel presentations, and movies followed by discussion and critical analysis. Attending conferences and conference presentations specifically focused on clinical work and/or research with Latino Spanish-speaking populations, such as the biannual conference of the National Latina/o Psychological Association, will also count toward completion of these required continuous learning activities. Alternatively, students may enroll in a graduate level course of 2-4 credits that is focused on the history, culture, and/or language of Spanish-speaking Latinos, pending approval by the specialization director and the class instructor. Sample courses that would be considered include SPAN 507: Seminar: Border Cultures and National Identities or SPAN 528: Spanish in the United States.

Required Capstone Project

In order to successfully complete the specialization, all students regardless of the degree-granting program in which they are enrolled, must complete the Spanish Language Psychological Service and Research Capstone Project which will consist of conducting an oral presentation in Spanish that is a minimum of 15 minutes in length. This presentation may take one of the following forms: (1) a case presentation on mental health services provided to a Latina/o Spanish speaking client or (2) a presentation of clinical intervention research conducted with Latina/o Spanish-speaking participants. The presentation will be delivered to a faculty member associated with the specialization (list of associated SLPSR faculty in table 1), and should take place during the Bilingual Supervision Practicum so that peers will be present as well. This Capstone project provides SLPSR specialization students the opportunity to apply and demonstrate skills needed to function effectively as a researcher or clinician with Latina/o Spanish speaking participants or clients. Students will receive verbal feedback and an overall score indicating whether or not they have passed.

In order for the specialization to be successfully completed and transcripted, students must fulfill all the requirements of the specialization, including passing with a P or minimum grade of B- in the 16 required for- credit courses, completing the 20 documented hours of continuous learning, and completing and passing the Capstone project. In addition, they must be students in good standing in their respective degree programs.

Admissions

There are four criteria for admission to the SLPSR specialization. First, students must be graduate students in good standing enrolled in one of the following Department of Counseling Psychology and Human Services graduate programs (Ph.D., Counseling Psychology or M.Ed., Couples & Family Therapy) or in one of the following programs in the Department of Special Education and Clinical Services (Ph.D., School Psychology or M.S., School Psychology). Second, students must be performing well academically (minimum GPA of 3.0), and performing well in their pre-clinical or clinical work to date, as confirmed by their advisor and program director. Third, students must demonstrate sufficient Spanish language oral competencies to begin the specialization. Sufficient Spanish language oral competencies may be demonstrated through one of the following:

(1) Passing the OPI (Oral Proficiency Interview) in Spanish with a minimum score of Intermediate, mid-level, or
(2) Demonstration of Spanish oral competencies (e.g. completion of a Spanish minor as an undergraduate within the past 5 years). Students who wish to demonstrate competency via this option will be expected to converse in Spanish with the Specialization Director or a designee, and if there is any doubt regarding sufficient competency, will then be required to pass the OPI.

The OPI refers to the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)(see http://www.actfl.org/professional-development/certified-proficiency-testing-program/testing-proficiency). The OPI results in classification as Novice (low, mid, high), Intermediate (low, mid, high), Advanced (low, mid, high), or Superior proficiency (ACTFL, 1999a). The required initial level of language competence should be at least at the Intermediate mid-level. Students are responsible for all arrangements, including costs, for the OPI.

Fourth and finally, students must submit a statement of purpose and curriculum vitae to be reviewed by the admissions committee. *At the present time, the specialization is be available only to students within the programs listed above.* Admissions to the specialization will occur on a rolling basis. Required coursework already completed will count retroactively toward the specialization once a person has been admitted to the specialization.

Prospective students should complete the Application Cover Sheet and submit all materials to the SSC of Counseling Psychology for delivery to Dr. Ellen McWhirter.

APPENDIX N

OREGON HEALTH AUTHORITY (OHA)

- Oregon Health Authority Student Information: Important updates for health profession students undergoing clinical training in the state of Oregon

- OHA Division 30, 409-030-0220: Requirements for State & Nationwide Criminal Background Checks

- Instructions to students

- Checklist

Important updates for health profession students undergoing clinical training in the state of Oregon

If you are a health profession student (e.g., training to become a nurse, physician, medical assistant, etc.) and you plan to undergo clinical training opportunities or externships at clinical facilities (e.g., hospitals, long-term care facilities, etc.) in Oregon, please review the following for information on the new standardized administrative requirements established under Oregon Administrative Rules 409-030-0100.

Beginning July 1, 2014, health profession students will need to meet a standardized, universal set of administrative requirements prior to doing clinical training in Oregon. For most students, satisfying the requirements once will be sufficient for all subsequent clinical training experiences. The requirements include immunizations, screenings, trainings, and proof of coverage under insurance policies (see the attached Quick Reference Guide) and will replace any similar requirements that each facility had previously established. The consensus requirements were developed with input from a wide range of training programs, clinical sites, and regulatory agencies.

The hope is that with these standardized requirements, you will be able to reduce the potential burden of managing multiple requirements across different clinical sites. You will clearly know the expectations prior to any training experiences and all clinical sites will now accept a standard preparation of the requirements listed in these rules. In the long run, these changes will also reduce your costs, as you will not need to unnecessarily repeat trainings, screenings, or tests for each new clinical training experience.

Record keeping responsibility
You will need to work with your educational program (e.g., college or training program) to gather and maintain all the required evidence and documentation demonstrating completion of the administrative requirements. All documents need to be verified by your program prior to the start of any clinical training at an off-site facility. The clinical facilities will then request the documentation from your program as needed.

Completion of the administrative requirements only ensures administrative clearance for you at the clinical site. The clinical facility will still make all final clearance and placement decisions.

Affected students
These new requirements apply to you if you are training in one of the selected professions and you plan on participating in clinical training experiences at an off-site facility in Oregon that is listed in these rules (see attached Quick Reference Guide for details on both). Out-of-state students are also subject to these rules, and efforts are being made to notify programs nationwide of the requirements for students doing clinical in Oregon.

However, a small number of students studying in the following programs or facilities will be exempt from the background check requirements in this rule and will instead need to follow the State Background Check Unit (BCU) rules, found in OAR 407-007-0200.
- A student enrolled in a Board of Nursing approved nursing assistant training program in which the instruction and training occurs solely in a nursing facility, or
- Students who provide care, have access to client information or client funds at a facility licensed or certified by either the Oregon Health Authority's Addictions and Mental Health Division, or the Public Health Department, to provide services for individuals with developmental disabilities

Exceptions for on-site clinical training

If your health profession program offers clinical training opportunities on-site at your facility, you do not need to complete these requirements in advance of the on-site training. For example, students at OHSU do not need to complete these requirements prior to any clinical training at OHSU.

Changes and variations to the requirements

These rules prevent clinical facilities from setting additional requirements within the categories covered under the new standard requirements. For example, they cannot require proof of an immunization that is not listed in the requirements or require that you utilize a 12-panel drug screen instead of a 10-panel drug screen. However, each facility can continue to conduct in-house preparations for students or unique onboarding procedures, trainings or orientation sessions.

In rare and extenuating circumstances (e.g., a public health emergency situation, such as an outbreak that requires a new or different vaccination) the clinical facility may temporarily institute a site-specific variation or change to a standard requirement, provided that it notifies all affected parties and the Oregon Health Authority in advance of any changes. Once instituted, a change or variation will remain in place until next annual review of the rules, at which point a decision will be made to spread the change or variation to all students at all facilities, or to strike down the change.

Exemptions for clinical facilities

A number of facilities have requirements that are set at the federal level (e.g., Department of Veterans' Affairs facilities) or are otherwise separately developed (e.g., state prisons and correctional facilities). If you wish to do a clinical rotation at those sites, you will need to meet the administrative requirements set forth by those facilities. Please see the attached Quick Reference Guide.

Additionally, if the clinical facility has fewer or less stringent requirements for newly hired, non-student employees, it may request an exemption from specific categories of these rules. For example, if it does not require a new hire at the facility to complete a background check, the facility may request an exemption from the rules so that students do not have to complete a background check either. However, students would still need to follow these requirements for the other categories (immunizations, trainings, and evidence of insurance policies).

Background

As dictated in SB 879 (2011), the standardized set of administrative requirements was determined through a comprehensive and extensive process that involved experts, a wide variety of stakeholders, and public input. The intention of SB 879 was: to mitigate inconsistencies that currently exist across clinical facilities; to promote efficient solutions to reduce costs for students, health profession programs and clinical facilities; and to ensure patient, clinical staff and student safety.

For more background information, including a list of FAQs, please visit:
http://www.oregon.gov/oha/OHPR/Pages/sct.aspx.

If you have additional questions, please email: Clinical.TrainingReq@state.or.us

Oregon Administrative Requirements for Health Profession Students Quick Reference Guide

Facilities:

Clinical facilities that <u>must </u>accept the standardized administrative requirements include:

- Ambulatory care settings (e.g., clinics, private practices, FQHCs, and primary care homes)
- Ambulatory surgical centers
- Hospice settings
- Hospital and emergency departments
- Long term care facilities
- Residential care facilities
- Skilled nursing facilities

Clinical facilities that are <u>exempt </u>from these rules include:

- chiropractic, acupuncture, and massage therapy clinics
- federal facilities, including Department of Veterans' Affairs, Indian Health Service facilities, and federal prisons
- health management or administrative departments;
- public elementary and secondary schools (grades K-12);
- radiosurgery clinical placements
- state prisons and correctional facilities

Students:

Students in the following health professions must complete the requirements prior to undergoing any clinical training.

- Audiologists
- Clinical laboratory science specialists, including medical technologists, clinical lab scientists, medical lab technologists, and clinical lab assistants
- Dental hygienists
- Dentists and dental assistants
- Denturists
- Dieticians
- Emergency medical services providers
- Hemodialysis technicians
- Marriage and family therapists
- Medical assistants
- Medical imaging practitioners and limited x-ray machine operators
- Nurses, including registered nurses, practical nurses, advanced practice nurses, nurse practitioners, nursing assistants, medication

aides and any other licensed assistive nursing personnel

- Occupational therapists and occupational therapy assistants
- Optometrists
- Pharmacists and pharmacy technicians
- Physical therapists, physical therapist aides, and physical therapist assistants
- Physician assistants
- Physicians (Medical/Osteopathic and Naturopathic)
- Podiatrists
- Polysomnographic technologists
- Professional counselors
- Psychologists
- Regulated social workers
- Respiratory care practitioners
- Speech-language pathologists and speech- language pathologist assistants
- Surgical technologists

List of Administrative Requirements:
For additional information, documentation requirements, and exceptions please see Oregon Administrative Rules 409-030-0100 to 409-030-0250.

Immunizations:
Evidence requires documented receipt of vaccine or documented immunity via titer or valid history of disease, or a record from the Oregon ALERT Immunization Information System. Per CDC guidelines.
- ✓ *Required* Hepatitis B (Hep B)
- ✓ *Required* Measles, mumps and rubella (MMR)
- ✓ *Required* Tetanus, diphtheria, pertussis (Tdap)
- ✓ *Required* Varicella
- ✓ *Recommended* Polio
- ✓ *Recommended* Influenza (seasonal flu)

Screenings:
- ✓ Tuberculosis (TB)
  - o Facility choice of skin test or IGRA Blood test in accordance with CDC guidelines
- ✓ Substance Abuse
  - o 10-panel drug screen, which must include screens for the following eight substances: Amphetamines, including methamphetamines; Barbiturates; Benzodiazepines; Cocaine; Marijuana; Methadone; Opiates; Phencyclidine.
- ✓ Criminal Background Check:
  - o Must include Social Security Number trace, state/national criminal background history, sex offender registry check, and OIG LEIE check.

Trainings:
- ✓ CPR/Basic Life Support (BLS) for healthcare providers. It is recommended that trainings comply with the American Heart Association standard
- ✓ Bloodborne Pathogen training (OSHA)
- ✓ OSHA-recommended safety guidelines, including the following. Schools must verify student familiarity or exposure to topics:
  - o Fire and electrical safety;
  - o Personal protective equipment; o Hazard communications; and o Infection prevention practices.
- ✓ *Site-specific* privacy and confidentiality practices. Will occur at EACH facility.
- ✓ *Site-specific* orientation and on-boarding. For example, facility-specific protocols for safety, security, standards of behavior, etc. Will occur at EACH facility.

Insurance and Liability Coverage:
Students or health profession programs must demonstrate that students have:
- ✓ Professional liability insurance coverage and general liability insurance coverage, or
- ✓ A combined policy that includes professional and general liability coverage

The coverage must remain in place for the entire duration of each placement. The health profession program may offer coverage for students through a self-insurance program or the student may obtain coverage individually. It is also recommended but not required that the student obtain some form of health insurance coverage.

OHA Division 30: Administrative Requirements for Health Profession Student Clinical Training
http://arcweb.sos.state.or.us/pages/rules/oars_400/oar_409/409_030.html

409-030-0220
State and Nationwide Criminal Background Checks

(1) Students must undergo a state and nationwide criminal background check in advance of the start of their initial clinical placements.

(2) These rules do not aim to establish or define the composition of an "acceptable" result to a state and nationwide criminal background check. These rules ensure completion of the administrative requirements necessary for administrative clearance for students. Clinical placement settings shall make all final clearance and placement.

(3) State and nationwide criminal background checks must be:
    (a) Performed by a vendor that is accredited by the National Association of Professional Background Screeners (NAPBS); or
    (b) Performed by a vendor that meets the following criteria:
        (A) Has been in the business of criminal background checks for at least two years;
        (B) Has a current business license and private investigator license, if required in the company's home state; and
        (C) Maintains an errors and omissions insurance policy in an amount not less than $1 million; or
    (c) Conducted through an Oregon health professional licensing board, if required for students by such Board. (For example students of pharmacy are required by the Oregon Board of Pharmacy to obtain an intern license prior to engaging in clinical training and must undergo a national fingerprint-based background check.)

(4) A criminal records check must include the following:
    (a) Name and address history trace;
    (b) Verification that the students' records have been correctly identified, using date of birth and a Social Security number trace;
    (c) A local criminal records check, including city and county records for the student's places of residence for the last seven years;
    (d) A nationwide multijurisdictional criminal database search, including state and federal records;
    (e) A nationwide sex offender registry search;
    (f) A query with the Office of the Inspector General's List of Excluded Individuals/Entities (LEIE);
    (g) The name and contact information of the vendor who completed the records check;
    (h) Arrest, warrant and conviction data, including but not limited to:
        (A) Charges;
        (B) Jurisdictions; and
        (C) Date.
    (i) Sources for data included in the report.

Stat. Auth.: ORS 413.435
Stats. Implemented: ORS 413.435
Hist.: OHP 8-2013, f. 9-30-13, cert. ef. 7-1-14

What does it all mean?

The new Oregon Health Authority legislation requires all counseling psychology students who are seeing clients in **any** setting **other than UO settings** (UO settings are exempt- the University Counseling & Testing Center [UCTC], the Child and Family Center [CFC]) **or other exempt settings**, to have, and have proof of, *specific* immunizations, screenings, liability insurance, background checks, and a series of trainings (blood borne pathogens, OSHA safety trainings, CPR) before engaging in direct clinical services with clients.

> If you are currently on internship outside of Oregon, or are currently on internship in Oregon at an exempt site, then (to the best of my knowledge) you **do not need** to complete these requirements. If unsure, ask your internship training director.

According to the OHA the Counseling Psychology program is required to maintain the record of the documents described below and to affirm to sites that request this information that you have provided us with the documents. We will not provide these documents to the site unless you sign a FERPA release form and ask us to send them the documents. You must redact your social security number from all documents BEFORE you submit them to us.

- o The UCTC and the CFC are **exempt** settings. So are the VA, prisons, and schools. See prior pages of handbook for more information about exempt sites.
- o Some of your clinical settings (e.g., OSU, LCC, private practices, CCC) *might* qualify for exempt status and *might* have already applied for and received exempt status or *might* do so in the future.
- o **Please contact your current/future externship supervisors** to ask about whether they have obtained or plan to request exempt status. **Send them** the "Facility Exemption Form-Editable" (Student Services Coordinator has a fillable copy) to show specifically what you are asking about. Don't be surprised if they don't know what you are talking about. Its new legislation and MANY sites don't know about it. Not knowing about it does not change our program obligation, however.
  - o According to Catheryn Cushing of the OHA, if sites require these documents/trainings of new employees, then they are **unlikely** to get an exemption for students; if they don't, they are **likely** to get an exemption. The exemption process takes 30 days from submission of the form.
- o **It is theoretically possible that you will only engage in clinical work in settings that are exempt**. But since we don't know if your current or future sites will be exempt, and since the OHA rule requires us as a program to document your participation in the trainings and screenings associated with this law, we request that you **fulfill the requirements as soon as possible**.

Here are details for the steps to take (a checklist follows that):

- ❖ Review the specific required immunizations on the attached sheet and get **proof of your immunizations** (or, if necessary, get immunized!)
  - o "Evidence of Immunization" means a document appropriately signed or officially stamped and dated by a qualified medical professional or an authorized representative of the local health department, which must include the following: (A) The month and year of each dose of each vaccine received; or (B) Documentation of proof of immunity to the disease via titer; or (C) The month and year the diagnosis of the disease was confirmed.
- ❖ Get proof of TB testing or get tested
- ❖ If you have had a "10 panel drug screening" recently for another job (and review the attached sheet to be sure you have had exactly what is required) then get documentation that includes the date and results. The stated time frame is "A student must undergo a drug test prior to the start date of initial placement" The rule does not provide a time frame for this.
- ❖ If you have NOT had this screening, get a screening and note the following:
  - o All drug testing must be conducted by a laboratory licensed and operated in accordance with ORS 438.010 and OAR 333-024-0305 through 333-024-0350.
  - o A local lab that has been utilized by CFT students for employer drug screens is Any Lab Test Now, located at 1733 Pearl St. Phone: 541-343-2398. They are a walk in clinic and they do the 10 panel substance screening ($49.00) and TB screening ($25.00). Their website is

> http://www.anylabtestnow.com/for-individuals/toxicology/drug-testing/?location=eugene-97401 Check their website for coupon/discounts!

- ❖ We are seeking a company that provides the background checks required. The Communication & Disorders Sciences program uses a web based service "certifiedbackground.com" for their drug screens and background checks.
- ❖ With the exception of incoming students, you should already have the background checks and proof of liability insurance on file with the Student Services Coordinator. (If you don't, get that to her immediately!). Note that:
    - o The new legislation calls for "professional and general liability insurance" so please review your policies and **ensure that you have insurance for professional <u>and</u> general liability coverage**
    - o The background check specifies "**state and nationwide** criminal background checks"
- ❖ If you <u>have already had</u> any of the required trainings (blood borne pathogens, OSHA safety trainings, CPR/Basic Life Support), get documentation that includes dates.
- ❖ If you have <u>not</u> had one or more of the required trainings:
    - o Dr. Ruth Bichsel developed on-line modules for the required trainings in HIPPA, Bloodborne pathogens, and OSHA safety. These classes are available at no cost to you on Obaverse. Create a free Obaverse account as step one (https://www.obaverse.net/). Enroll yourself in the course called "Doctoral Counseling Psychology Program Training OSHA" and enter the keyword "OSHACOE." You will be able to access the modules any time. You will read the materials for each unit, pass a test (3 attempts allowed), and **print documentation that you passed**. When you have completed all of the modules, scan your documentation and give it to the Student Services Coordinator. Be sure that your name and dates are on the documentation.
    - o CPR/BLS training: Please seek in the community. Be sure it includes BLS. Current students may have suggestions for training.

Redact your social security number from all of your documents before turning them in to the program.

OHA Requirements Checklist (Turn in to SSC with all documentation):

Before you turn in your documentation, **you must redact** (completely block out, obscure, hide) **your social security number** if it is on any of the documents. If a training facility contacts the CPSY program about whether you have met these requirements, the program will indicate that you **have** (or **have not**) met the requirements but will not provide the RESULTS for any of these below unless you **ask** us to do so and sign a FERPA release form giving us **permission** to do so.

Please use this checklist and provide the two dates as indicated.

Name: _____

Date completed   **Date documentation provided to Program**

❖ _____   _____ Proof of immunizations

❖ _____   _____ Proof of TB testing

❖ _____   _____ Proof of 10 Panel Drug Screening

❖ _____   _____ Background Check (state and nationwide criminal background check; see complete list

of background check requirements in Appendix N of 15-16 Handbook)

❖ _____   _____ Professional and general liability coverage

Training/passed test in

❖ _____   _____ Blood borne pathogens

❖ _____   _____ CPR/Basic Life Support

❖ _____   _____ OSHA safety trainings

o _____   _____ Fire and electrical safety;

o _____   _____ Personal protective equipment;

o _____   _____ Hazard communications; and

o _____   _____ Infection prevention practices.

By signing here I attest that the documentation I am providing pertains to me and is consistent with all requirements specified in Oregon Administrative Rules 409-030-0100 to 409-030-0250.

_____ Student Signature and date

APPENDIX O

AMERICAN PSYCHOLOGICAL ASSOCIATION
CODE OF ETHICS

Ethical Principles of Psychologists and Code of Conduct 2002

Code of Ethics at http://www.apa.org/ethics/code/index.aspx

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INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payers for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior.

In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training,

experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in

the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is

reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code.

(See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6.   Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8.   Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term test data refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term test materials refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10.   Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask

questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payers, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site, http://www.apa.org/ethics.   The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1959). Ethical standards of psychologists. American Psychologist, 14, 279-282.

American Psychological Association. (1963). Ethical standards of psychologists. American Psychologist, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. American Psychologist, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. APA Monitor, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. American Psychologist, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). American Psychologist, 45, 390-395.

American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. American Psychologist, 47, 1597-1611.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Ethics Code 2002.doc 10/8/02

APPENDIX P

CPSY DIRECTORY 2017-18

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Wilson, Dani 2015	
Woods, Catherine 2013	cwoods2@uoregon.edu
ADD INCOMING STUDENTS	

Appendix Q

Anticipated Program Expenses

The following are program expenses not typically covered by your Graduate Employment or other University awards. We provide you with the following anticipated costs to assist you with your financial planning, but please know that we cannot guarantee that we have identified all of the relevant costs or that the costs will remain the same. The numbers provided in this table are based on 2016 costs and are subject to change for reasons including decisions made by external vendors. Please let us know of any cost changes you encounter. We will update this information on a regular basis. Please note that these costs are from 2016.

We encourage you to use a variety of financial resources to fund your doctoral study and time living in Eugene. We specifically recommend **College of Education scholarships**, the **Office of Financial Aid & Scholarships,** the **Graduate School, the UO Career Information Systems scholarship search database,** and **fastweb.com**. We also strongly encourage students to visit the Office of Financial Aid & Scholarships website to view a complete list of anticipated graduate expenses http://registrar.uoregon.edu/costs and to use the net cost calculator to estimate your academic and personal living expenses while completing the doctoral program https://financialaid.uoregon.edu/cost_of_attendance_graduate

RECURRING EXPENSES		
Type of Expense	**Amount**	**Description**
UO non-instructional mandatory fees – fall, winter, spring terms	$61/ term	Charged every fall, winter, and spring term that you are enrolled and includes building, incidental, health center, recreation center, and Union fees.
UO non-instructional mandatory fees – summer term	$594.50	Charged during summer term when you are enrolled. This fee is not covered by a 'summer sandwich' tuition waiver for which graduate employees (GEs) may qualify.
CPSY course fees	$60/course	Charged during the term that you take Theories of Career Development, Psychological Assessment, and Externship. Fees cover the costs of clinical and assessment materials, presenters, and other resources used in class and/or not available at all practicum sites. Practicum course fees are specified below during Years 2 and 3.
Oregon Healthy Authority and clinical training site costs	Variable	Students may be subject to expenses in meeting requirements of the Oregon Health Authority and/or training sites that require drug screenings or other documentation. These expenses will vary depending on training sites and specific requirements. Prior to beginning a clinical training experience, ask the clinical supervisor about what documentation they

		require for you to begin your clinical training at their site.
Externship travel	Variable	Students may register for Externship after completing their adult practicum. You are responsible for transporting yourself to your externship clinical site. Students choose their externship sites, which are located all over Lane County and the state.
APA Student Liability insurance	$35/year	Purchase insurance prior to Sept 15 of Year 2 and every subsequent year of enrollment. Insurance is available through APA Trust.
Books and other course materials	Variable	Instructors may require the purchase of course texts, readers, and additional course materials.

YEAR 1		
Type of Expense	**Amount**	**Description**
College criminal background check	$50 - Option A	Required to begin the academic program
UO Matriculation fee	$389	Charged one time during your first term of enrollment

YEAR 2		
CPSY Adult practicum course fee	$60/term	Charged each term of adult prac (total of 3 terms). Fees cover the costs of clinical resources not available at all practicum sites and at the Child and Family Center.
Practicum transportation	Variable OSU CAPS - ~$10 gas/round trip	Practicum students are responsible for transporting themselves to their practicum sites. Sites range in geographic distance with the closest site being the UO Counseling and Testing Center and the farthest site being Oregon State University's Counseling and Psychological Services (OSU-CAPS).

YEAR 3		

Child/ family practicum course fee	$60/term	Charged each term of child/family prac (total of 4 terms). Fees cover the costs of clinical resources, video cameras, and additional technology, printing, copying, etc. that are used at the Child and Family Center.
YEAR 4/YEAR 5		
Internship application fees	Variable	2015-16 APPIC fees: $51.50 for the first application, $26 for the next 2 to 15 applications (15 sites = $416).
Internship interview travel	Variable	Some sites require in-person interviews, some sites require phone interviews, and some sites allow you the option to choose between an in-person or phone interview.