

UNIVERSITY OF OREGON
College of Education
Counseling Psychology and Human Services Department

COUNSELING PSYCHOLOGY PROGRAM
DOCTORAL STUDENT HANDBOOK
2019-2020

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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 (APA) since 1955 and is one of the longest continuously APA accredited Counseling Psychology programs in the country. Health service psychology is the integration of psychological science and practice in order to facilitate human development and functioning. It 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 University of Oregon 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 conceptually 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 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) an 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.

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 complex 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, competency development portfolios, applied experiences, research projects, and community engagement students in the Counseling Psychology program acquire knowledge and advanced skills that lead them to demonstrate the following profession-wide competencies:

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal effectiveness
- vi. Assessment
- vii. Psychological Intervention
- viii. Supervision
- ix. Consultation and inter-professional/interdisciplinary collaboration

PROGRAM PROGRESSION EXPECTATIONS

You are part of an elite group of individuals who will earn a PhD. With this privilege comes high levels of responsibility and high expectations of competency development. The program is highly rigorous and designed to foster your development as a research scientist, practitioner, and active citizen of the profession. 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. 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 and requirements for students in concrete fashion. We urge all students to review the Revised National Counseling Psychology Competency Benchmarks posted on our program website and program Blog 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. **All students are expected to:**

- 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- and maintain minimum GPA of 3.0.
- Pay attention to and incorporate feedback on your writing, assignments, verbal presentations, etc.
- Pass all Program Competency and Portfolio Elements.
- Meet or exceed competency expectations in all practice areas as demonstrated by supervisor evaluations in Practica and in Externships in end-of-year evaluations.
- Attend to constructive feedback received in practicum and externship evaluations even if ratings of “meeting expected level of performance” are obtained.
- Obtain ratings of 3 or higher on all areas of profession-wide competencies in end-of-year annual evaluation.
- Attend to constructive feedback received in the annual evaluation even when a rating of “satisfactory” is obtained, and remediate any “unsatisfactory” performance ratings.
- Engage in ongoing practice activities after the two years of required practica, through externships and clinical GEs. Externships are allowed only after the second year of study and in the 3rd year of study externship commitment must be limited to 10 hours per week. Students should always seek advisor approval to participate in more than one externship at a time.
- Engage continuously in research:
 - 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.).
 - Present research a minimum of once per year in doctoral seminar, the UO Graduate Research Forum, and/or other locations.
 - Regularly contribute to others’ research in doctoral seminar and other settings.
 - Attend and present research at professional conferences. Students should expect to present research at least once per year at professional conferences.
 - Submit research manuscripts for publication. By the end of second year students should expect to have submitted at least one manuscript for publication.
- Pass oral defense of dissertation proposal.
- Pass oral defense of dissertation.
- Keep advisor apprised of any difficulties experienced with any program benchmark. Keeping your advisor informed helps us to better support you and maximize your program success.

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](#). The Specialization includes required and elective coursework, applied activity (clinical and/or research work), and Bilingual/Spanish supervision. There are opportunities to work with Spanish speaking clients at some practicum or externship sites, and students will receive supplementary supervision in Spanish. There are opportunities for students to engage in research with Spanish-speaking participants as well. See Appendix M for details.

COURSEWORK

DOCTORAL DEGREE COURSE REQUIREMENTS

Our coursework is designed and sequenced to advance your competencies and prepare you as psychological health service providers 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.

Doctoral Degree Program course domains are: (a) Psychological Foundations; (b) Research Competencies; (c) Practitioner Competencies; and (d) Professional Competencies. ***The minimum number of graduate quarter credits required for students varies each year based on slight changes in curricula, but students should expect to have at least 150 quarter credits for graduation.*** Given the nature of the program, required seminars and courses, and other opportunities, students NEVER have difficulty achieving this minimum number of credits. ***Consult early and regularly with your advisor on your program of study.***

Domain 1: Psychological Foundations

Doctoral training in health service psychology requires foundational knowledge in psychological science that is broad and general. Oregon requires 5 term credit hours in these psychological foundation areas for licensure. Some states may require more, and it is the student's responsibility to investigate licensure requirements in states of intended residence. Applied and practicum classes DO NOT count toward the "psychological foundations" requirement. Courses for each area are listed here:

Area 1: Biological Aspects of Behavior (5 credits minimum)

SPSY 652: Biological Aspects of Behavior (5 credits) (*required*)

Options/Electives:

SPSY 610: Neuroscience for Educators (3 credits)

PSY 621: Clinical Psychobiology

Area 2: Social Aspects of Behavior (5 credits minimum)

CPSY 610: Social Aspects of Behavior (5 credits) (*required*)

Options/Electives:

PSY 556: Social Psychology

Area 3: Cognitive and Affective Aspects of Behavior (5 credits minimum)

SPSY 651: Cognitive-Affective Aspects of Behavior (5 credits) (*required*)

Area 4: Individual Aspects of Behavior (10 credits minimum)

CPSY 621: Lifespan Developmental Psych (3 credits) (*required*)

SPSY 672: Intellectual Assessment (4 credits) (*required; also meets Assessment requirement*)

CPSY 622: Psychological Assessment (4 credits) (*required; also meets Assessment requirement*)

Options/Electives:

SPSY 650: Developmental Psychopathology

Domain 2: Research Competencies

The program prepares 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 doctoral training 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 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 “secondary” research emphasis areas—qualitative research, 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.***

Note: The College of Education continues to implement new research and statistics doctoral core courses. Some course prefixes, numbers, and titles may change. When known, both the old course and new course are listed together here.

Area 1: Research Methodology Foundations (Statistics and Research Design) (15 credits minimum)

Statistics and Research Design courses are taught as cohesive content and are not two distinct entities. We generally refer to them as “Research Methods courses”. Some coursework highlights more statistical methods within the quantitative tradition and some coursework highlights more research design aspects of the quantitative tradition.

- EDUC 612: Social Science Research Design (*required*)
- EDUC 614: Educational Statistics* (*required*)
*This is masters’ level: If you have comparative graduate coursework consult your advisor re: waiving
- EDUC 640: Applied Statistical Design & Analysis (*required*)
- EDUC 642: Multiple Regression in Educational Research (*required*)
- EDUC 644: Multivariate Statistics (*required*)

Options/Electives:

Additional advanced statistics class (content in HLM, SEM, etc.)

Area 2: Secondary Research Emphasis Area (3 credits minimum) – some offered every-other year- plan accordingly

- EDUC 630: Qualitative Methodology I: Interpretive Inquiry (typical a pre-requisite for other courses in this area)
- EDUC 632: Qualitative Meth. II: Post-critical Inquiry (check for pre-requisites)
- EDUC 634: Qualitative Meth. III: Post-humanist Inquiry (check for pre-requisites)
- EDUC 620: Program Evaluation I
- EDUC 621: Program Evaluation II

Options/Electives:

EDUC 613: Philosophical Foundations of Educational Research

Area 3: Pre-Dissertation Research (12 credits minimum)

- CPSY 601: Research (*required*)
- CPSY 607: Doctoral Research Seminar (*required*)

Area 4: Dissertation Research (18 credits minimum)

CPSY 603: Dissertation

Note: Refer to section Appendix H for Dissertation enrollment guidelines.

Domain 3: Practitioner Competencies

Area 1: Core Knowledge and Applied Skills (24 credits minimum)

All courses in this area are required unless indicated otherwise.

CFT 609: Micro-Counseling Skills (take for 3 credits)
CPSY 614: Theories of Counseling
CPSY 615: Counseling Diverse Populations
CPSY 617: Theories of Career Development
CFT 620: Mental Health & Diagnosis
CFT 624: Group Psychotherapy - *or* - CPSY 610: Group Dynamics and Counseling
CFT 609: Beginning Practicum
CPSY 642: Child & Family Interventions

Electives (Also required for Spanish Specialization):

CPSY 508: Topics in Latinx Mental Health
CPSY 626: Psychological Services & Research with Latinx & Spanish Speaking Populations

Area 2: Practica & Advanced Practitioner Skills (27 credits minimum)

All courses in this area are required unless indicated otherwise.

CPSY 609: Practicum (Adult) – fall
CPSY 609: Practicum (Adult) – winter
CPSY 609: Practicum (Adult) – spring

CPSY 609: Practicum (Child-Family) – fall
CPSY 609: Practicum (Child-Family) – winter
CPSY 609: Practicum (Child-Family) – spring

CPSY 609: Externship – *(only after 2nd year, limited to 10-hour total commitment in third year)*

Elective (3 terms required for Spanish Specialization):

CPSY 609: Practicum: Bilingual Supervision

Area 3: Assessment (courses required) (8 credits minimum)

SPSY 672: Intellectual Assessment (*required*)
CPSY 622: Psychological Assessment (*required*)

Options/Electives:

SPSY 671: Behavioral Assessment
CFT 622: Relational Assessment
CPSY 609: Externship: *An Assessment focused Externship is recommended*

Area 4: Pre-doctoral Internship (1 credit minimum)

The pre-doctoral internship is to be completed at an APA-accredited internship training site.

CPSY 704: Doctoral Internship
Note: Refer to Appendix H for enrollment guidelines.

Domain 4: Professional Competencies

All courses in this area are required unless indicated otherwise.

CPSY 613: Introduction to Counseling Psychology as a Discipline (3)
CPSY 612: Professional Ethics (3) + CPSY 610: Ethics Discussion (1)
CPSY 654: Supervision & Consultation (4)

Options/Electives:

CPSY 607: Seminar in Supervision & Consultation (1 each term enrolled) (*must have taken CPSY 654*)
CPSY 602: Supervised College Teaching (1) (*required once if you are teaching a course/are an instructional GE*)

Additional Elective Seminars or Courses

Identify a specialty area in graduate work: Example courses that support a specialty area include the following:

CPSY 508: Topics in Latinx Mental Health

CPSY 626: Psychological Services & Research with Latinx and Spanish speaking families

CPSY 645: Health Promotion and Equity

PREV 633: Contemporary Issues in Public Health

PREV 634: Implementation Science

SPED 626: Grant Writing

CFT 628: Addiction & Recovery

CFT 626: Human Sexuality

SPSY 610: Neuroscience for Educators

SPSY 650: Developmental Psychopathology

SAMPLE COURSE PROGRESSION AND ADDITIONAL REQUIREMENTS

A narrative description of this course list appears in Appendix B, and copies of the six-year and five-year Program Progression can be found on the CPSY “For Current Students” blog, <https://cpsy.uoregon.edu/>. 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 whether you enter the program with a bachelor’s or masters’ degree, previous coursework, and 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 some course prefixes, numbers, and titles change. When known, old and new information is listed together. All courses with the prefix SPED or SPSY will require pre-authorization from the Special Education or School Psychology SSCs; send the SSC your name, UOID, course CRN, and course title to sped@uoregon.edu or spsy@uoregon.edu.

YEAR 1

Focus: core content courses and philosophical foundations

Year Specific Expectations:

- (1) become involved in research (with your advisor, other faculty members, advanced doctoral student);
- (2) begin working on your Specialty Area/Masters Project (SAP);
- (3) turn in a copy of your criminal background check;
- (4) collaborate on at least one (1) conference presentation proposal;
- (5) turn in your **Doctoral Program Plan** by the end of the year;
- (6) pass the **Oral Ethics Competency Exam** (tied to the Ethics course)

Note: 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 YEAR 1 and YEAR 2 courses, as well as “Psychological Foundations” classes.

Note: If you wish to complete the **Spanish Language Psychological Service and Research (SLPSR) Specialization** you may enroll in *CPSY 609: Practicum: Bilingual Supervision* during any term in the program after you have taken CPSY 612 Professional Ethics - or with instructor approval. 3 terms of this 1-credit practicum are required for the specialization.

FALL

CPSY 607: Doctoral Research Seminar (variable credits) (with your advisor)
CPSY 613: Introduction to Counseling Psychology as a Discipline
CPSY 621: Lifespan Developmental Psychology
CFT 609: Micro Counseling Skills
CPSY 612: Professional Ethics (3) + CPSY 611: Discussion (1)
EDUC 612: Social Science Research Design

WINTER

CPSY 607: Doctoral Research Seminar (variable) (with your advisor)
CPSY 614: Theories of Counseling
CPSY 615: Counseling Diverse Populations
CFT 620: Mental Health & Diagnosis
EDUC 614: Educational Statistics (*may be waived if previous Grad Stats course*)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

SPRING

CPSY 607: Doctoral Research Seminar (v) (with your advisor)
CPSY 617: Theories of Career Development
CFT 624: Group Psychotherapy – or - CPSY 610: Group Dynamics and Counseling
CFT 609: Beginning Practicum
EDUC 640: Applied Stat Design & Analysis

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

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

YEAR 2

Focus: Begin applied training with the year-long individual adult clinical practicum. Complete your Specialty Area/Master's Project (SAP).

Year Specific Expectations:

- (1) The "adult" practicum is designed for you to work in college student counseling centers;
- (2) collaborate on at least 1 conference presentation proposal;
- (3) complete your SAP;
- (4) contribute to other research projects;
- (5) collaborate on research that culminates in preparation of a manuscript(s) submitted for publication;
- (6) With advisor approval, after SAP: begin to work on or complete extensive comprehensive competency papers.

FALL

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Adult Practicum (4)

EDUC 642: Multiple Regression in Educational Research

Elective

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

WINTER

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Adult Practicum (4)

EDUC 644: Applied Multivariate Stats

CPSY 642: Child/Family Interventions

SPSY 651: Cognitive-Affective Aspects of Behavior (4-5) (O)

-OR-

SPSY 652: Biological Aspects of Behavior (4-5) (E)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

SPRING

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Adult Practicum (4)

SPSY 672: Intellectual Assessment - or - CPSY 610: Social Aspects of Behavior (alt. years) (4-5)

Elective (e.g. SPSY 650: Developmental Psychopathology)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

Note: If you 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.

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

YEAR 3

Focus: Compete your year-long clinical practicum at the Child and Family Center.

Year Specific Expectations:

- (1) If you have not yet completed your SAP Competency, do so in order to enroll for externship training and complete extensive comprehensive competency papers;
- (2) collaborate on at least 1 conference presentation proposal;
- (3) Complete written papers part of your competency-based portfolio: typically prepared in the summer prior to beginning the 4th year.

Note: If you entered with an applied masters' degree and 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 the fall term of your 4th year. This requires preparation of and Advisor review/feedback on multiple drafts of the dissertation proposal during winter and spring terms of year 3. This is a highly compressed timeline.

FALL

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Child/Family Practicum (4)

CPSY 626: Psych Services & Res w Latinx & Span Speaking Pops (*elective; required for Spanish Specialization*)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

WINTER

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Child/Family Practicum (4)

SPSY 651: Cognitive-Affective Aspects of Behavior (4-5) (O) (*required*)

-And in the alternating year-

SPSY 652: Biological Aspects of Behavior (4-5) (E) (*required*)

EDUC 620 Program Eval I (4) (Odd years only) or EDUC 630: Qualitative Methods I (4)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

SPRING

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Child/Family Practicum (4)

CPSY 622: Psychological Assessment (4)

CPSY 610: Social Aspects of Behavior (4-5) (alternating years)

or EDUC 621 Program Evaluation II (odd years only)

or EDUC 630: Qualitative Methods II (even years only)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

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

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

YEAR 4

Focus: Dissertation proposal and proposal defense (*If you apply for internship this year, you must successfully defend your Dissertation Proposal by November 1; this means writing your proposal in your third year-previous year*).

Year Specific Expectations:

- (1) Continue clinical training through an externship- get permission to do more than 1;
- (2) collaborate on at least 1 conference presentation proposal;
- (3) complete advanced methods courses;
- (4) complete and defend your dissertation proposal;
- (5) collaborate on research that culminates in preparation of a manuscript(s) submitted for publication.

FALL

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Externship

CPSY 602: Supervised College Teaching (v) (any term this year)

CPSY 626: Psych Services & Research w Latinx pops (elective; required for Spanish Specialization) (even years)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

WINTER

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 609: Externship

Advanced Statistics (e.g., Exploratory Factor Analysis, Intro to Hierarchical Linear Modeling (HLM), Structural Equation Modeling (SEM))

CPSY 645: Health Promotion and Equity (elective)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

SPRING

CPSY 607: Doctoral Research Seminar (v) (with your advisor)

CPSY 610: Social Aspects of Behavior (4-5) (if not earlier)

CPSY 609: Externship

Elective: CPSY 508: Topics in Latinx Mental Health (3) (required for Spanish Specialization)

Advanced Statistics Elective (e.g., EDLD 610: Intro HLM, EDLD 628: HLM I, EDLD 610: SEM II)

SLPSR Option: CPSY 609: Practicum: Bilingual Supervision (1)

* (Externship Credits can only be taken after the completion of Adult Practicum and the SAP, 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 5

Focus: Internship application and selection process through national match system; Complete and defend the dissertation.

Year Specific Expectations:

(1) Internship applications: Includes specific expectations:

- (a) applications may be due as early as October 15th, so provide your advisor and Director of Clinical Training (DCT) with a list of sites, materials due dates, and materials due by September 15th;
- (b) Communicate regularly for assistance with the internship application process;
- (c) To be eligible to apply for internship you must defend your dissertation proposal by November 1st -- or have it scheduled to defend prior to the end of the fall term.

(2) Defend your dissertation before you leave for internship.

FALL

CPSY 607: Doctoral Research Seminar (with your advisor)

CPSY 654: Supervision & Consultation (4)

CPSY 609: Externship

CPSY 603: Dissertation

Advanced Statistics Elective (e.g., EDLD 610: Intro HLM, EDLD 628: HLM I, EDLD 610: SEM II)

WINTER

CPSY 607: Doctoral Research Seminar (with your advisor)

CPSY 609: Externship

CPSY 603: Dissertation

Advanced Statistics Elective (e.g., EDLD 610: Intro HLM, EDLD 628: HLM I, EDLD 610: SEM II)

Options/Electives

CPSY 607: Seminar in Counseling Supervision & Consultation (optional, must have taken CPSY 654)

CPSY 609: Practicum: Bilingual Supervision (1)

SPRING

CPSY 607: Doctoral Research Seminar (with your advisor)

CPSY 609: Externship

CPSY 603: Dissertation

Advanced Statistics Elective (e.g., EDLD 610: Intro HLM, EDLD 628: HLM I, EDLD 610: SEM II)

Options/Electives

CPSY 607: Seminar in Counseling Supervision & Consultation (optional, must have taken CPSY 654)

CPSY 609: Practicum: Bilingual Supervision (1)

* (Externship Credits can only be taken after the completion of Adult practicum and completion of your SAP 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 even if your internship ends after June 16 **only** if the dissertation has been defended)

DOCTORAL PROGRAM PLAN

The *Doctoral Program Plan* must be completed **by the end of your first year** in the program. Your program plan will evolve and change a bit as you continue in the program, but creating the initial plan will help you figure out what to register for each term, and plan for multiple years. Your plan will meet several requirements and professional objectives by the Counseling Psychology Program, the College of Education, and the Graduate School. We prepare you for both a research and practice career and ensure that you will meet licensure requirements as a psychologist in the State of Oregon. A copy of the Doctoral Program Plan is provided in Appendix A and can be accessed online at <https://cpsy.uoregon.edu/course-information/>.

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. Follow all College of Education procedures for waiving 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. If needed, 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 waiver unless the APA ethics code was the focus of the course and the course was taken within the past two (2) years.

When course substitutions have been approved by your advisor as meeting current program requirements, list all necessary data (e.g., date of course, institution, etc.) on your doctoral program plan and always 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 Student Services Coordinator (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.* Students who wish to transfer credits from another graduate program need to review the UO Graduate School requirements for transferring of credits. Typically, doctoral students transfer master's credits and should therefore refer to the link for master's students <https://gradschool.uoregon.edu/academics/forms>. Here is a link to general UO Graduate School policies: <https://gradschool.uoregon.edu/academics/policies#doctoral>. 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* and with your advisor about how previous graduate 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, etc.).

Once the plan is approved, the original copy is filed with the Student Services Coordinator (SSC). Keep a copy of this (and everything) 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*.

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

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 and externship placement documentation, supervision assignments and evaluation, 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://cpsy.uoregon.edu/>. 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 program provides the master's degree (optional, not required) along the way to the Ph.D. Here are the options:

1. The *Masters of Science (M.S.) in Counseling, Family, and Human Services*. Students who enter with a bachelor's degree often receive the M.S. and are eligible after competing three (3) years of coursework, both required practica, and a research project and paper (Specialty Area Paper-SAP) that is of publishable quality. The SAP is considered a "masters' thesis equivalent." Students are expected to submit their SAP for publication, but this is not a requirement for the M.S. 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.

Follow all University procedures, as indicated on the Graduate School website, to be awarded the master's degree. This includes:

- (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;
- (c) submit a copy of approved Specialty Area/Master's Project Form to the SSC;
- (d) See all requirements for masters' degree 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**);
- (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.

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: Who will contact you if there are any problems before submitting the master's approval decision to the Graduate School.

2. The ***Masters of Education (M.Ed.)*** may be awarded to students who choose to leave the program 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 prior to receiving this degree upon leaving the program.
3. The ***Masters 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.

COMPETENCY-BASED PORTFOLIO

PURPOSE

The CPSY Program is functionally designed around student competency development in a large range of areas. The “Portfolio” of competencies that you develop over the years is more than a series of assignments covering academic course-based learning. The Portfolio is not one thing, but includes multiple products and performances that are designed to assess your competencies in all areas of training as health service providers and researchers in counseling psychology. The portfolio elements, and many specific papers and products, are designed to assess your ability to synthesize, apply, integrate, and communicate what you have learned in courses, practica, research activities, and other forms of independent learning. Portfolio requirements were developed with extensive input and feedback from our students over the years.

The traditional doctoral “comprehensive examination” is a requirement established by the Graduate School and represents an important milestone in your professional preparation. The format of our “comprehensive examination” actually includes many elements of your **competency-based portfolio** that allows you to communicate, and allows faculty to assess, your mastery and integration of knowledge in content areas that include and exceed the four curriculum domain areas: (a) psychological foundations, (b) research and empirical foundations, (c) practice foundations, and (d) professional competencies.

The CPSY program expects counseling psychology students to possess a core of knowledge and skills prior to **advancement to candidacy**. Traditionally, advancement to candidacy is the University’s method to essentially “screen” students to assure they have the core knowledge and skills necessary to move forward and complete the doctoral degree. At the University of Oregon, advancement to candidacy also includes a raise in graduate assistant salary.

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, many of which need to be met and passed prior to advancing to candidacy or applying to internship. These requirements are outlined in the following table.

COMPETENCY REQUIREMENTS TIMELINE

NOTE: COMMUNICATE REGULARLY WITH YOUR ADVISOR ABOUT WHICH CLASSES TO TAKE PRIOR TO COMPLETING EACH COMPETENCY IN ORDER TO BE MORE SUCCESSFUL IN COMPLETING THE COMPETENCIES.

SUGGESTED AND GENERAL TIMELINE	COMPETENCY ** (** REQUIRED TO ADVANCE TO CANDIDACY)	
1 ST YEAR (FALL TERM)	1. ETHICS ORAL EXAM	**
2 ND YEAR (BY MAY 1, SPRING TERM)	4A. THEORETICAL ORIENTATION PAPER I	**
2 ND YEAR (END OF WINTER OR SPRING TERM)	5A. CLINICAL I - INDIVIDUAL ADULT	**
2 ND YEAR (3 RD YEAR, LATEST)	2. RESEARCH: SPECIALTY AREA PROJECT (SAP)	**
3 RD YEAR (FALL TERM)	3A. MULTICULTURAL I PAPER	**
3 RD YEAR (END OF WINTER OR SPRING TERM)	5B. CLINICAL II - CHILD/FAMILY	
3 RD YEAR OR SUMMER AFTER 3 RD YEAR (AFTER SAP)	6. PSYCHOLOGICAL ASPECTS OF BEHAVIOR INTEGRATIVE PAPER	**
3 RD OR 4 TH YEAR (BY FINALS WEEK SPRING TERM)	5C. CLINICAL III – ASSESSMENT	
OCT 15 OF TERM YOU APPLY FOR INTERNSHIP	4B. THEORETICAL ORIENTATION II PAPER (APPIC ESSAY)	
OCT 15 OF TERM YOU APPLY FOR INTERNSHIP	3B. MULTICULTURAL II PAPER (APPIC ESSAY)	
3 RD AND 4 TH /5 TH YEAR (CHILD FAMILY PRACTICUM; SUPERVISION & CONSULTATION COURSE)	7A. INTER-PROFESSIONAL COLLABORATION & CONSULTATION	
BY 3 WEEKS AFTER DISSERTATION PROPOSAL DEFENSE	7B. MOU TO DISSERTATION COMMITTEE	
BEFORE LEAVING FOR INTERNSHIP	7C. TEACHING AND CONSULTATION PORTFOLIO	
AFTER ADVANCEMENT / BEFORE INTERNSHIP	8. DISSERTATION (PROPOSAL APPROVAL/DISS APPROVAL)	

Competency evaluation forms for portfolio components 1-7 are in Appendix F. – For competency 7 Need to add relevant self-evaluations and faculty evaluations (forms etc.) from Child Family Prac and from Supervision and Consultation course.

1. ETHICS COMPETENCY: ORAL EXAM

The oral ethics exam is designed to assess your ethical decision-making and ultimate readiness to begin work with clients and engage in clinical research. The oral ethics exam is scheduled during the ethics course and will be administered and evaluated by the ethics course instructor. Passing the oral ethics exam in the ethics class will constitute the passing of this competency. The 1-hour structured oral examination is administered the same term as the ethics course in the first year. The format may vary but typically, you will be presented with two written case vignettes and will respond to ethical and clinical dilemmas presented in the vignettes and answer questions pertaining to your analyses of the cases presented. Thirty minutes will be spent preparing both written case vignettes followed by thirty minutes of oral response.

If you 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 fall term, during your first year. So, you must schedule the exam with the ethics instructor early in the fall term. Accommodations for students with disabilities for this exam will follow processes for any course requirement, per guidelines from the UO Accessible Education Center.

Students who fail the ethics comp will develop a plan of assistance 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. RESEARCH COMPETENCY: SPECIALTY AREA PROJECT (SAP)

The purpose of this research project is to prepare students to engage in pre-dissertation research and write a publishable quality research project embedded in the social sciences writing traditions. Additionally, this paper is designed to assess your overall research design and methodological competencies and understanding and integration of research validity.

This project may be on a topic area that you are considering for your dissertation or another area. If you have completed a masters' thesis, published research, or published other work such as a book chapter or similar, at another institution you are still required to complete a SAP. This competency should be completed within the first two years of the program, and certainly by the end of your third year in the program. ***You may not enroll in an Externship or advance to candidacy until the SAP is completed and approved by your advisor.***

Your SAP idea must be approved by your advisor. Your SAP will be supervised by your advisor or another faculty mentor if this arrangement is agreed upon by you, your advisor, and the other faculty member. This is somewhat common given the number of active research groups operating in the department and college and the number of extensive data sets that are available to you as a student. Expect to produce multiple drafts of the SAP and allow time for advisor feedback on each draft. The CPSY Research Evaluation Matrix and Checklist (see Appendix XX) should be used as a guide for iterative feedback on the SAP. Speak with your advisor about the length of time you need to budget in order to obtain advisor feedback on each draft. ***Students should allow at least a full year to complete the SAP.***

When the SAP is ready for evaluation, its final grade will be based on two faculty evaluators, both the advisor and a second faculty member (i.e., the second reader). Students may notify their advisor if they would like a specific second reader. The advisor will submit this request to the proposed second reader and the program head for final determination. Students should email a final draft of their SAP, the SAP Evaluation and Approval Form, and the CPSY Research Evaluation Matrix and Checklist to their advisor and their second reader for evaluation. Graders for the SAP will use both of these forms to review and evaluate the SAP. A passing grade will depend on how carefully and thoroughly students address all elements of the Matrix and Checklist.

The SAP Evaluation and Approval Form and the CPSY Research Evaluation Matrix and Checklist will be completed by both faculty reviewers and emailed to the student's advisor, who may summarize and combine both sets of reviews, if preferred. The primary advisor will then notify the student of their final grade. Students must then turn in a copy of their SAP and all evaluation forms received to the CPSY Student Services Coordinator (SSC) for their student file. Of course, students should always keep a copy of all materials.

This portfolio element **must be passed prior to advancement** to candidacy.
This portfolio element **must be passed prior to enrolling in Externships.**

3A. MULTICULTURAL I COMPETENCY PAPER

The purpose of this project is to prepare all students to engage thoughtfully in critical self-reflection of self-identities, cultural background, and growth in multicultural competencies as an emerging professional. This self-reflection paper will be given as an assignment in the Child and Family Practicum (CPSY 609) during your third year in the program. ***Faculty may shift the course placement of this competency portfolio paper in the future.*** Passing of this competency will be based on the assessment of the course instructor for the course in which this competency paper is assigned. The instructor will use The Competency Portfolio Element Rating Sheet to evaluate this paper. Second readers may be used if students and faculty would find this practice helpful, on an as-needed basis.

Example assignment: Write a paper that uses the ADDRESSING framework (Hays, 2001- APA Publications) or other framework to describe your multicultural identity. 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. Include illustrative examples from your clinical and research experience that support your self-assessment. Integrate relevant models and theories throughout your response, and describe your plan for continued growth in multicultural competency over the next 5 years.

3B. MULTICULTURAL II COMPETENCY PAPER

For this competency, submit to your advisor and to the Director of Clinical Training (DCT) your APPIC internship essay that describes your multicultural development, competencies, and practice. Submit your essay to your advisor, the CDT, and the SSC by October 15 the year that you apply for internship.

4A. THEORETICAL ORIENTATION I COMPETENCY PAPER

This competency is completed in the 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.

Example assignment: *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 Competency Paper (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 COMPETENCY PAPER

For this competency, submit to your advisor and to the Director of Clinical Training (DCT) your APPIC internship essay that describes your theoretical orientation. Submit your essay to your advisor, the CDT, and the SSC by October 15 the year that you apply for internship.

5A. CLINICAL COMPETENCY I - INDIVIDUAL ADULT INTERVENTIONS

This competency is completed in the 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.

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 INTERVENTIONS

This competency is completed in your child & family practicum 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.

5C. CLINICAL COMPETENCY III - ASSESSMENT

This competency is completed in your Psychological Assessment class and is based on a comprehensive assessment and report that you produce in the Psychological Assessment class. You will turn in and receive feedback on this assignment from the assessment instructor before submitting this work to the CPSY SSC be part of your file/portfolio. Turning in this assignment to class is required as a course requirement.

This portfolio competency is **NOT required** for advancement to candidacy.

6. PSYCHOLOGICAL ASPECTS OF BEHAVIOR COMPETENCY INTEGRATIVE PAPER

The purpose of this competency is to evaluate your ability to prepare an integrative, comprehensive, and logically argued literature review on a specific topic area as you prepare to work on your dissertation research and embed your research within a scientific framework. **You will write a 35-40 page comprehensive and integrative paper** (with relevant citations) in APA format that integrates psychological aspects of behavior (core bases of behavior in psychology), including biological, social, individual differences, and cognitive/affective aspects of behavior related to the topic you and your advisor select.

You select the topic of this paper **in consultation with and approval of your advisor**. You may select your dissertation topic or topic of another research project on which you are working. Students may start this paper after the topic has been approved by your advisor and if it fits within your program of study/research work. However, CPSY program faculty expect that you complete all or nearly all of your psychology core courses before you will begin to work on this paper, and this rarely happens before the end of your second year of studies. So, faculty will generally not grade this paper until ***after the end of your second year in the program, or until you have completed 90 quarter credits***, whichever comes first. Student often effectively utilize summers to complete this paper.

Competency mastery is based on your ability to effectively integrate and communicate knowledge of biological, cognitive, individual differences, and social aspects of behavior as applied to the specific topic you select. **There will be a second reader** for this comps exam paper to ensure students meet minimum competency of knowledge in psychology core areas and demonstrate effective integration, as well as to provide an alternative reviewer of response quality. Second readers will be assigned by the faculty. Graders will use The Competency Portfolio Element Rating Sheet to evaluate this paper. Grade appeals and Plan of Assistance processes are described below.

This portfolio element **must be passed prior to advancement** to candidacy.

7A. INTER-PROFESSIONAL COLLABORATION & CONSULTATION COMPETENCY: COURSES AND PRACTICA:

Completion of this competency relates to a variety of performance and applied activities and written work conducted in your both the year-long Child and Family Practicum and in the advanced Supervision and Consultation course. Student Evaluations in both these experiences include faculty assessment of student consultation and collaboration skills in performing work with children and families and in supervising early-career counseling professionals. Evaluations that demonstrate ratings on student consultative work in this practicum and class appear in the Appendix.

7B. COLLABORATION & CONSULTATION COMPETENCY: MEMORANDUM OF UNDERSTANDING (MOU) TO DISSERTATION COMMITTEE (RESEARCH COMMUNICATION)

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 dissertation product. **After your dissertation chair has reviewed and approved the memo**, you will then send the MOU to each member of your dissertation committee within 3 weeks of your proposal meeting and defense. Provide a copy to the SSC.

Once your dissertation is completed, you will forward your dissertation to your committee along with a revised copy of this MOU. In your revised MOU you will highlight changes that you made to your dissertation study based on the feedback in

the MOU, and also highlight anything you did not follow in the MOU and why you did not follow the MOU. In completing your dissertation study you find that sometimes you cannot make a change requested by a committee member during the proposal meeting. This is common. You just need to document changes made and not made and explain why in your revised MOU when you submit it, along with your completed dissertation, to your committee.

7C. COLLABORATION & CONSULTATION COMPETENCY: TEACHING & CONSULTATION PORTFOLIO

As part of your professional development you will engage in delivery of teaching, instructional, and training activities throughout your doctoral training. To demonstrate competency development in this aspect of inter-professional collaboration and consultation, you will develop a “**Teaching and Consultation Portfolio.**” Besides representing an evaluation of your professional competency development, an added benefit of this portfolio is that you will receive specific feedback on your presentation skills that will serve you on internship and during your subsequent job search process.

Utilize the TK20 data tracking system to help you devise a portfolio. Here are example activities:

- Conduct a class presentation of 75-90 minutes that you deliver in a course in which you are not enrolled;
- Teach a course;
- Facilitate groups in a group teaching format through one entire term;
- Conduct a training group to other students/professionals for an intervention (community-based, grant supported, etc.);
- Give an oral presentation (not a poster) at a state, regional, or national conference (that is different from a class presentation that you may have given);
- Provide a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits;
- Participate in on-campus training and consultation activities (such as the UO risk prevention group: “*Rehearsals for Life*”).

If you teach a course be sure to enroll in CPSY 602: Supervised College Teaching for 1 credit, at least once.

Effective **Teaching and Consultation Portfolios** contain at least the following:

1. A statement on your teaching/consultation/inter-professional collaboration philosophy.
2. Lecture notes and PPT slides from courses, lectures, trainings, or workshops that you deliver. Each presentation, training, or consultation should have a brief introduction, such as a cover page (electronic is fine), that includes a brief statement of goals, objectives, and activities that you developed and/or delivered for your instructional or consultation activity (e.g., topic, audience composition, and when, where, and how instruction was provided).
3. Self-reflections and self-evaluations of teaching and consultation experiences.
4. Copies of feedback and relevant evaluations you received.
5. If you teach a course, lectures or presentations may be observed and critiqued by the Teaching Effectiveness Program (TEP) on campus, who will videotape your teaching and give you feedback.

This competency must be completed prior to leaving for internship, but does not need to be completed prior to advancing to candidacy. See Appendix G for the Teaching and Consultation Competency Plan and Evaluation Form or access it online at the CPSY student website at <https://cpsy.uoregon.edu/>.

PASSING/FAILING ELEMENTS OF THE COMPETENCY BASED PORTFOLIO

Written competency portfolio papers will be rated by the course instructor in which the element is required based on instructor criteria. For larger papers, such as the Psychological Aspects of Behavior Competency Paper, a grading rubric will be used by any faculty member reading and grading the product (see appendix F). On most rubrics, a score of 3 or higher represents a ‘pass’ of the competency based portfolio. On papers and projects turned in outside of class-based papers and graded by more than one faculty members, **faculty will have 15 business days (3 weeks) to score papers.**

Failure of any competency elements will require a **Plan of Assistance**. Plans of Assistance are individually tailored to address the student’s situation and the nature of the weakness or limitation in the competency area. This plan and completion process can delay your progress toward achieving other program milestones. So, dedicating sufficient time and effort to completion of all portfolio elements is critical. **Failure to successfully complete a Plan of Assistance may be grounds for dismissal from the program.**

Once the competencies that are required for Advancement to Candidacy are passed, students may apply for Advancement to Candidacy through the Graduate School, which will be effective the term during or after the required competencies are passed. See the 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, 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**. Your request, along with faculty response, will be placed in your student file as an official record.

COMPETENCIES APPEALS

If you believe that the assessment of one of the competency areas is not accurate and representative of your work, you may appeal a grade or evaluation of any of the competencies to the full Counseling Psychology faculty or a sub-committee selected by the CPSY faculty group. If you choose to appeal a decision on a competency, you must submit your request along with your concerns in writing to the primary grader of the competency (which varies by competency) along with a copy to the CPSY Program Director. If you prefer, you may arrange to be heard at the next scheduled program faculty meeting to discuss your appeal and request for a re-evaluation of the competency in question. Should the faculty fail to support your appeal, you may make further appeals following the procedures established by the College of Education Policy B5.

ADVANCEMENT TO CANDIDACY

ADVANCEMENT

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.

The program faculty recommend you for Advancement to Candidacy upon passing the Competency-Based portfolio elements noted above as needing to be completed prior to Advancement. To “Advance” you must first complete a form 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 CPSY 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.

You then forward 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.

ADVISING POLICIES & EXPECTATIONS

The CPSY program adheres to and exceeds the College of Education (COE) Advising Policy (Appendix D). Each student is assigned a counseling psychology core 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, research, and clinical training, 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.

- Doctoral Seminars/Docsem:** You will meet weekly or twice monthly 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 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.
- Individual Advising Meetings:** You will meet individually with your faculty adviser throughout your time in the program. The number of 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.
- Program Wide Meetings:** Faculty and students meet for occasional program wide meetings scheduled both routinely (beginning of year orientation and end of year celebration) and 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 discuss various training topics. Note that student representatives to the faculty meetings serve as ongoing advocates and sources of feedback and information within the program.

DISSERTATION

COMMITTEE APPOINTMENT

The following must be completed prior to selecting 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 to Candidacy. 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 first 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.

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 located on the general research compliance site at <https://rcs.uoregon.edu/>, or <https://rcs.uoregon.edu/content/research-involving-human-subjects>, or call (541) 346-2510. This second link is specifically to Human Subjects Applications & Forms: <https://rcs.uoregon.edu/content/human-subjects-applications-forms>.

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 has historically been completed in the context of the EDUC 612 Social Science Research Design course taken Fall term, Year 1r. Students who enter the program with their master’s degree who waive EDUC 612 are encouraged to complete the CITI training in their first year in the program. 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 Health Service Psychology. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of Health Service 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).

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* (https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/etd_style_manual_2015-2016final032016.pdf).

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 should NOT provide food or beverage whatsoever (even water bottles) for committee members at proposal meetings and dissertation and thesis defenses. Faculty do not expect it.

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.

- 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 you successfully defend your dissertation, 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/gradschool1.uoregon.edu/files/forms2/Thesis-Diss%20Approval.pdf>. This must be actual signatures and not electronic signatures by both you and the faculty. Please see <http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission> for 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 by scrolling down to #3 on this site: <https://gradschool.uoregon.edu/academics/thesis-dissertation/etd-submission> and you'll see a link to the National Science Foundation survey (<https://sed-ncses.org/login.aspx>), 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

Practica. The Counseling Psychology Program requires 2 academic years of practicum training, a supervision practicum, and at least one year of externship. The first practicum is a three-term sequence of providing clinical interventions to adult clients (ages 17+) individually, in small groups, or in couples. These practica occur at university counseling center settings. Placements are determined via a process led by the Adult Practicum Coordinator. The second practicum is a three-term sequence of providing interventions to children and families in the community via the Child and Family Center (CFC).

Externships. Students are eligible to seek clinical externships only after passing adult practicum **and** after completion of the Specialty Area Project. Externships allow 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 and Director of Clinical Training (DCT) (see Externship Agreement template on the *Current Students* website linked here: <https://cpsy.uoregon.edu/>). 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.

Nearly all students should plan on Externship starting in the 4th year of the program, after the Child Family practicum. **If students are approved to enroll in an Externship during year 3, the Externship must be limited to no more than 10 hours total time per week.** Information about the number of externship credits you may register for during the 9-month academic year is provided on the Externship Agreement template. 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** in the summer unless your clinical work is taking place at the University of Oregon (i.e., Child and Family Center, etc.). 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 participate in an externships until the Specialty Area Project is complete.**

If you are registered for externship credits, then your clinical (i.e., therapy & 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 faculty for 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.

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.

EXTERNSHIPS (ADDITIONAL 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 *Current Students* webpage linked here: <https://cpsy.uoregon.edu/>. **The completed and signed externship agreement must be turned in to the SSC before you can be cleared to register for externship credits.**

2. Your Advisor and the Clinical training coordinator 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 Program Director. The Program Director 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 Clinical training coordinator 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 Program Director.
3. Obtaining documentation of the clinical hours gained through an externship is your responsibility (sample logs are available on the *Current Students* website linked here: <https://cpsy.uoregon.edu/>). 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 Program Director 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 engagement in research or 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 *Current Students* website, Prac & Externship Forms section linked here: <https://cpsy.uoregon.edu/>), 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.

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 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 Program director 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 Program director (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 Program director 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 Program director 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 Program director 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: <https://cpsy.uoregon.edu/>)-- along with an explanation of those hours for the Program director.
 - 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 Program director.
 - 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 Program director cannot begin the time-consuming process of completing your verifications online until you have initiated the application process with APPIC and identified your Program director. That will generate an email to the Program director 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 APA-accredited program 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 Program Director) that you completed and passed your internship. When the Program Director has received documentation of successful completion and notified the Graduate School, the Program Director 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 psychodiagnostic 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:
 - 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.
 - 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.
 - 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.
 - 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.

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 APC. (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 APC via listserv. 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 Program Director.

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, with a current or past supervisee, or with a current student that you are instructing or grading 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/REMEDICATION & 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 Program Director 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 Employment positions available on campus. Graduate Employment 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: <https://career.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.

APPENDIX A

**UNIVERSITY OF OREGON
COUNSELING PSYCHOLOGY PROGRAM**

2019-2020 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 APC 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: _____

APPENDIX B

NARRATIVE DESCRIPTION OF COURSEWORK

See the most current APA self-study report for this information.

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. *Students 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	<p>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/services/cjis/identity-history-summary-checks/list-of-fbi-approved-channelers-for-departmental-order-submissions.</p> <p>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.</p>
2	Student	<p>Go to the Fieldprint website to schedule a fingerprinting appointment. There you will:</p> <ul style="list-style-type: none"> • Register with Fieldprint, • Complete the <i>Qualification Form</i>***, • Select a time and location to have your prints taken, AND • Submit payment of the \$50 fee <p>***<i>Be sure to state that the reason for your request is “for personal review”</i></p>
3	Student	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
5	Student	<p>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.</p> <p><i>Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.</i></p>

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	<p>Obtain a fingerprint card through a local law enforcement agency. Charges are usually \$15-20.</p> <p>In Eugene:</p> <ul style="list-style-type: none"> • UO Police (<i>appointment required</i>) - https://police.uoregon.edu/fingerprinting • Lane County Sheriff - https://lanecounty.org/government/county_departments/sheriff_s_office/support_services/fingerprint_services
2	Student	<p>Send the following items directly to the FBI at:</p> <p>FBI CJIS Division – Summary Request 1000 Custer Hollow Road Clarksburg, WV 26306</p> <ul style="list-style-type: none"> • A completed <i>Applicant Information Form</i> (https://forms.fbi.gov/identity-history-summary-checks-review),*** • An \$18 fee paid either by <i>money order or certified check</i> ONLY (no personal checks) made out to the “Treasury of the United States” or by credit card using the <i>Credit Card Payment Form</i> (https://www.fbi.gov/file-repository/idhsc-credit-card-payment-form.pdf/view), AND • Your fingerprint card <p>***<i>To ensure timely receipt of your clearance response, be sure to provide a reliable US return mailing address on your Applicant Information Form.</i></p>
3	FBI	<p>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.</p>
4	Student	<p>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.</p> <p><i>Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.</i></p>

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	<input type="checkbox"/>
Mid-Year Evaluation	<input type="checkbox"/>
Oral Ethics Competency rating form	<input type="checkbox"/>
Doctoral Program Plan	<input type="checkbox"/>
Annual Evaluation	<input type="checkbox"/>
Completion of all OHA requirements (see Appendix N)	<input type="checkbox"/>

YEAR 2

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

***Completed when student takes Psych Ax class**

YEAR 3

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

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

YEAR 4

	Complete (√)
Scientific Aspects of Beh Competency rating form & paper	<input type="checkbox"/>
Research Design/ Stats Competency rating form & paper	<input type="checkbox"/>
Diversity Multicultural Competency I rating form & paper	<input type="checkbox"/>

- 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) | <input type="checkbox"/> |
| Apply for On-Leave Status (if defending before internship) | <input type="checkbox"/> |
| Theoretical Orientation II Competency paper (APPIC) | <input type="checkbox"/> |
| Diversity Multicultural Competency II paper (APPIC) | <input type="checkbox"/> |
| Internship offer letter | <input type="checkbox"/> |
| Teaching Competency | <input type="checkbox"/> |

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
-
- 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: _____

**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: _____

**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: _____

**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: _____

**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: _____

**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: _____

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:

APPENDIX G

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 1 credit 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 1 credit 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.

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)*.

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.

APPENDIX I

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 <i>no</i> , 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
<u>List in APA format, manuscripts</u> (journal articles or book chapters) published (note those <i>in press</i> or <i>online</i> first) from 5/1/2016 to 4/31/2017:
<u>List in APA format, manuscripts</u> (journal articles or book chapters) submitted , but not yet published to date, from 5/1/2016 to 4/31/2017:
<u>List in APA format, papers, posters, workshop</u> 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• 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				

4. Professional values, attitudes, and behavior	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• 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:				
• Spring Practicum/ Externship evaluation meets competency – Individual and Cultural Diversity				
Program faculty global evaluation of student performance in Individual and cultural diversity competency area:				

5. Communication and interpersonal skills	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• Intellectual Assessment course passed				
• Psychological Assessment course 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• Theories of Counseling course passed				

• Group Psychotherapy course passed				
• Professional Ethics and Lab course passed				
• 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; <i>2nd year students report on performance to date--note that evaluation will be modified if spring performance warrants</i>)				
• Child & Family Practicum course passed (Fall, Winter and Spring-to-date; <i>3rd year students report on performance to date note that evaluation will be modified if spring performance warrants</i>)				
• 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
• 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				

<ul style="list-style-type: none"> • 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	<u>Yes/Score</u>	<u>No</u>	<u>Not Yet</u>	<u>NA</u>
<ul style="list-style-type: none"> • Consultation course passed 				
<ul style="list-style-type: none"> • Fall Practicum/ Externship evaluation meets competency – Other Areas of Competency 				
<ul style="list-style-type: none"> • Winter Practicum/ Externship evaluation meets competency – Other Areas of Competency 				
<ul style="list-style-type: none"> • 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)			
	<u>Yes</u>	<u>No</u>	<u>Not Yet</u>
1. History and systems of psychology			
<ul style="list-style-type: none"> • Intro to Counseling Psychology course passed • History & Systems of Psychology course passed 			
2. Basic content areas (i.e., Psychological Foundations)			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • Cognitive & Affective Bases of Behavior course passed • Scientific Aspects of Behavior Summer Written Comprehensive exam passed 			
4. Research methods			
<ul style="list-style-type: none"> • 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			

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 Policy³

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>

<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.

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 meeting spaces 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 Learning Commons (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 Lost & Found is located at the help desk in the Learning Commons.

Student Academic Services (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.

The Education Station Café 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 transcribed, 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 <https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office>). 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 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 APC 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 must 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 exempt 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)
 - Facility choice of skin test or IGRA Blood test in accordance with CDC guidelines
- ✓ Substance Abuse
 - 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:
 - 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:
 - Fire and electrical safety;
 - 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.

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.

- 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.
- 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.
- **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.
 - 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.
- **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!)
 - “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:
 - 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.

- 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:
 - The new legislation calls for “professional and general liability insurance” so please review your policies and **ensure that you have insurance for professional and general liability coverage**
 - The background check specifies “**state and nationwide** criminal background checks”
- ❖ If you have already had any of the required trainings (blood borne pathogens, OSHA safety trainings, CPR/Basic Life Support), get documentation that includes dates.
- ❖ If you have not had one or more of the required trainings:
 - 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.
 - 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
○ _____	_____	Fire and electrical safety;
○ _____	_____	Personal protective equipment;
○ _____	_____	Hazard communications; and
○ _____	_____	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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PREAMBLE	3.03 Other Harassment
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1. Resolving Ethical Issues	3.11 Psychological Services Delivered To or Through Organizations
1.01 Misuse of Psychologists' Work	3.12 Interruption of Psychological Services
1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority	4. Privacy And Confidentiality
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1.06 Cooperating With Ethics Committees	4.04 Minimizing Intrusions on Privacy
1.07 Improper Complaints	4.05 Disclosures
1.08 Unfair Discrimination Against Complainants and Respondents	4.06 Consultations
2. Competence	4.07 Use of Confidential Information for Didactic or Other Purposes
2.01 Boundaries of Competence	5. Advertising and Other Public Statements
2.02 Providing Services in Emergencies	5.01 Avoidance of False or Deceptive Statements
2.03 Maintaining Competence	5.02 Statements by Others
2.04 Bases for Scientific and Professional Judgments	5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs
2.05 Delegation of Work to Others	5.04 Media Presentations
2.06 Personal Problems and Conflicts	5.05 Testimonials
3. Human Relations	5.06 In-Person Solicitation
3.01 Unfair Discrimination	6. Record Keeping and Fees

- 6.01 Documentation of Professional and Scientific Work and Maintenance of Records
- 6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work
- 6.03 Withholding Records for Nonpayment
- 6.04 Fees and Financial Arrangements
- 6.05 Barter With Clients/Patients
- 6.06 Accuracy in Reports to Payors and Funding Sources
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 - 7.05 Mandatory Individual or Group Therapy
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 - 10.09 Interruption of Therapy
 - 10.10 Terminating Therapy

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 2019-2020

CPSY Faculty/Staff	EMAIL	
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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 <u>every fall, winter, and spring term</u> 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 <u>not</u> 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.