UNIVERSITY OF OREGON

College of Education

Counseling Psychology and Human Services Department

COUNSELING PSYCHOLOGY PROGRAM

DOCTORAL STUDENT HANDBOOK

2021-2022

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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 as efficiently as possible. Students are encouraged to review the UO Catalog (http://uocatalog.uoregon.edu/) during the first term of matriculation into a graduate degree program. Neither this policy statement nor the Student Handbook represents a contract between the graduate program and current or prospective students.***

INTRODUCTION & PROGRAM DESCRIPTION

The Counseling Psychology (CPSY) program at the University of Oregon is a Health Service Psychology training program and is one of the longest continuously APA accredited Counseling Psychology programs in the country (since 1955). 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 problems.

The CPSY 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 CPSY 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 of human development. 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 that trains health service psychologists with an emphasis in counseling psychology, our students receive a core sequence of training sequence 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 CPSY program's educational philosophy 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) the 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. We likewise emphasize research that contributes to the evidence base of practices that promote psychological health and well-being. A strengths-based approach recognizes and values the assets, resources, and resilience of all individuals and communities while locating the source of problems within historically inequitable social contexts.

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 oppression and 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, development of cultural humility and competency, social inequity, and means of advancing social justice throughout students' coursework, practice, research, and professional opportunities. CPSY faculty scholarship and service activities reflect our focus on prevention practices, social justice, and the application of science to enhance the health and well-being of underserved individuals, families, and communities.

With these four elements as a framework, the CPSY 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 competence and cultural humility 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 CPSY 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 behaviours
  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 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 and ethically advances well-being.

➢ The process is as important as the outcome. 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 IN HEALTH SERVICE PSYCHOLOGY AND CPSY PROGRAM EXPECTATIONS

This list of benchmarks communicates some of our program expectations and requirements for students in concrete fashion. Course syllabi and the contents of this Handbook also provide extensive information about specific expectations. *Students must read deeper into this Handbook to clarify more specific details related to these competencies: Here they are just listed with some notations*. **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 email at least once daily and respond promptly when requested (within 24 hours).

- Pass coursework with grades no lower than B- and maintain minimum cumulative GPA of 3.0.

- Incorporate feedback received through evaluations from your advisor, instructors of courses, and from practicum, externship and internship supervisors, even if satisfactory grades or ratings of "meeting expected level of performance" are obtained. Remediate any unsatisfactory performance ratings immediately.

- Obtain ratings of "meets expectations" (typically 3 on a scale of 0 to 5) or higher on all evaluations of competencies (including individual portfolio elements, practicum and externship evaluations, and advisor ratings provided in each end-of-year annual evaluation).

- Engage in ongoing practice activities after the 2 years of required practicum, through externships and clinical graduate assistantships ("Graduate Employee" or "GE"). Externships are allowed at the earliest only after the 2nd year of study and only after successful completion of the specialty area paper (SAP, or thesis). Nearly all students who enter the program with a bachelors' degree will not enroll in Externship until the end of their 3rd year of study, or after they have completed the Child and Family practicum (which extends through summer, end of third year).

- If Externships are approved for a student in the third year of study (e.g., as might happen for students entering with a masters' degree), all third-year externship commitments must be limited to 10 hours per week. Students must obtain advisor and program director approval *in writing*, using the required form, prior to participating in *any* externship experience. This 10 hour-per-week limitation helps to support your successful program progress while ensuring that you will have more than adequate hours of clinical experience to make you highly competitive for the pre-doctoral Internship.

- Engage continuously in research:

  o Become involved in research in your 1st year of 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.).

  o Present research a minimum of once per year in doctoral seminar or in a research team you are working with, the UO Graduate Research Forum, and/or professional conferences, which may be local, regional, national or international. All students are encouraged and expected to present at professional conferences most years of training as attending conferences is a key part of professional socialization and network formation and offers specialized educational opportunities beyond what is possible in the program.

  o Regularly contribute to your peers' research in doctoral seminar, research teams, and other collaborative settings by providing feedback on written and presented research.

o   Submit research manuscripts for publication. By the end of 2nd year students should have submitted at least one manuscript for publication, typically with your advisor or other faculty mentor. For students interested in a research or academic career you should be an author and/or co-author on at least five to six publications (or in-press manuscripts) prior to completing your doctoral program. In addition, you should plan to complete a post-doctoral research experience and you should be involved in grant writing training as part of your coursework.

- Pass oral defense of the dissertation proposal and oral defense of the 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 LANGUAGE PSYCHOLOGICAL SERVICE AND RESEARCH (SLPSR) 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 (https://education.uoregon.edu/cpsy/slpsr). The SLPSR Specialization includes required and elective coursework, applied activity (clinical and/or research work), and Bilingual/Spanish supervision (16 credits total, as noted under the Doctoral Degree Course Requirements). There are opportunities to work with Spanish-speaking clients at some practica 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 and https://cpsy.uoregon.edu/slpsr/ for forms and procedures.

COURSEWORK

DOCTORAL DEGREE COURSE REQUIREMENTS

Our courses are 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 are consistent with our program philosophy and values and meet the standards expected of an APA-accredited program and COE doctoral research training. We value your input regarding courses, and we work to continuously improve our courses and sequencing.

Courses encompass five domains: (a) Psychological Foundations & Discipline-Specific Knowledge, (b) Research Methodology, (c) Practitioner Competencies, (d) Professional Competencies, (e) Elective Courses

Unless on-leave status has been approved by the department and the Graduate School, students enrolled in a graduate degree or certificate program must remain continuously enrolled at the university for **at least 3 graduate credits per term**. *If you hold a GE you must be enrolled for a minimum of 9 credits toward the degree each term* (Note: GEs receive a tuition remission for up to 16 credits per term). **Students must have a minimum of 142 quarter credits total for graduation.** Program plans must be approved by students' primary advisor by no later than the end of the 1st year of study; however, students should review that plan at least once per year with their advisor (e.g., as part of the annual evaluation process) and seek additional consultation as needed to ensure all requirements are met.

GUIDANCE STATEMENT

Like any tool, the Student Handbook is designed to provide students with a Guide to the program but cannot anticipate or solve all concerns. The arrangement of curriculum, development of the program plan, and how students plan experiences should be designed by students in consultation with the advisor. While most students go through the program curriculum in much the same way, there are minor differences based on past training, research and professional preferences, post-degree plans, and so forth. The Student Handbook changes each year as faculty make improvements and integrate student feedback. Moreover, curricular changes are required to go through a multi-year approval process at the department, college, and university level, so student experiences will vary, and the Handbook may not have the most current information available. Students should consult with their advisor frequently, and if questions remain, consult with the Academic Program Coordinator (APC = Student Services Coordinator), the Program Director and/or with the Director of Clinical Training. The Handbook is just one of many tools at your disposal.

Domain 1: Psychological Foundations & Discipline-Specific Knowledge (18 credits minimum)

Doctoral training in health service psychology requires foundational knowledge in psychological science that is broad and general. The state of Oregon requires 5 term credit hours in these psychological foundation areas for psychology 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 & Discipline Specific Knowledge" requirement.**

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

SPSY 652: Biological Aspects of Behavior (5 credits)

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

CPSY 635: Social Aspects of Behavior (5 credits)

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

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

Area 4: Individual Aspects of Behavior (3 credits minimum)

CPSY 621: Lifespan Developmental Psychology (3 credits)

SPSY 672: Intellectual Assessment* (4 credits)
  (*required; also meets Assessment requirement and credits are counted there*)

CPSY 622: Psychological Assessment* (4 credits)
  (*required; also meets Assessment requirement and credits are counted there*)

*** *Note:* *The two assessment courses listed here meet requirements for the "Individual Aspects of Behavior" domain but you count these below toward your Assessment requirements. When you report your academic record for state licensure, however, you will list one or both of these courses as contributing to the "Individual Aspects of Behavior" domain in the training that you received. This will assure that you meet licensure requirements in most states.*

Domain 2: Research Methodology (45 credits minimum)

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 5 courses in the quantitative methodological research tradition in addition to 1 course from a "secondary" research emphasis area. Program faculty encourage students to take more than one "other tradition" courses. Moreover, students usually take more than 6 quantitative methodology courses as they prepare for dissertation and other research.

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

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

Area 2: Secondary Research Emphasis Area (3 credits minimum)

EDUC 620: Program Evaluation I
EDUC 621: Program Evaluation II
EDUC 630: Qualitative Methodology I: Interpretive Inquiry
EDUC 632: Qualitative Meth. II: Post-critical Inquiry

EDUC 634: Qualitative Meth. III: Post-humanist Inquiry
   Or
Choose from list of Research Methodology electives

Area 3: Pre-Dissertation Research: The Doctoral Research Seminar (9 credits minimum)

CPSY 601: Doctoral Research Seminar* (Docsem; 1cr. per term, all terms in residence)

Docsem *is a weekly research and advising meeting with the student's advisor and other advisees of the student's advisor. These typically occur on Friday mornings during the time students are required to preserve for program meetings and trainings (Fridays, all terms, 10AM-12noon). Individual advisors may change the day and time for their particular research and advising Docsem to meet other demands, but students are still required to preserve Friday mornings from 10-12 for other program meetings and "combined docsems."*

Area 4: Dissertation Research (18 credits minimum)

CPSY 603: Dissertation* (variable credits)
*Note: Students must register for a minimum of 3 credits in <u>both</u> the term <u>prior to</u> their oral defense and the <u>term they complete</u> their oral defense). Refer to Appendix H for Dissertation enrollment guidelines.

Domain 3: Practitioner Competencies (63 credits minimum)

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

CPSY 611: Counseling Skills or CFT 609: Micro-Counseling Skills (3 credits)
CFT 609: Beginning Practicum (3 credits)
CFT 620: Mental Health & Diagnosis (3 credits)
CPSY 610: Group Dynamics and Counseling (3 credits) or CFT 624: Group Psychotherapy
CPSY 614: Theories of Counseling (3 credits)
CPSY 615: Counseling Diverse Populations (3 credits) *(Also required for SLPSR Specialization)*
CPSY 617: Theories of Career Development (3 credits)
CPSY 642: Child & Family Interventions (3 credits or 4 credits per syllabus when you enroll)

Required Courses for SLPSR Specialization *(Elective Courses for all other students):*

CPSY 608: Topics in Latinx Mental Health (3 credits)
CPSY 626: Psychological Services for Latinx (3 credits)

Area 2: Practica & Advanced Practitioner Skills (30 credits minimum)

CPSY 609: Practicum* (Adult) – fall (4 credits + 1 credit *ONLY IF* you are in HEDCO clinic)
CPSY 609: Practicum* (Adult) – winter (4 credits + 1 credit *ONLY IF* you are in HEDCO clinic)
CPSY 609: Practicum* (Adult) – spring (4 credits + 1 credit *ONLY IF* you are in HEDCO clinic)

*Note: If you are doing Adult Practicum in the HEDCO Clinic only, register for an additional 1 credit for supervision under your supervisor's name:

CPSY 609: Practicum* (Child-Family) – fall (4 credits + 1 credit under supervision)
CPSY 609: Practicum* (Child-Family) – winter (4 credits + 1 credit under supervision)
CPSY 609: Practicum* (Child-Family) – spring (4 credits + 1 credit under supervision)

*Note: Each term of Child Family Practicum, register for an additional 1 credit for supervision under your supervisor's name.

CPSY 609: Practicum: Externship (variable credits) *(3 total credits required)*

Required Courses for the SLPSR Specialization, may be taken concurrently with other practica:

CPSY 609: Practicum: Bilingual Supervision (3 credits total @ 1 credit per term for minimum 3 terms during your training. These do NOT need to be sequential, but that is preferred. These 3 credits count toward the total 3 credits required in this Area.

Area 3: Assessment (8 credits minimum)

SPSY 672: Intellectual Assessment (4 credits)
CPSY 622: Psychological Assessment (4 credits)

* Note: *The two assessment courses listed here ALSO meet requirements for the "Individual Aspects of Behavior" domain but you count these here toward Assessment requirements. When you report your academic record for state licensure, however, you will list one or both of these courses as contributing to the "Individual Aspects of Behavior" domain in the training that you received. This will assure that you meet licensure requirements in most states. Always check licensing requirements in state of interest.*

Area 4: Pre-doctoral Internship (1 credit minimum); to be completed an at APA-accredited internship site.

CPSY 704: Doctoral Internship (*required*)
Note: Refer to Appendix H for enrollment guidelines.

Domain 4: Professional Competencies (10 credits minimum)

CPSY 612: Professional Ethics (3 credits) (*Also required for SLPSR Specialization*)
CPSY 613: Introduction to Counseling Psychology as a Discipline (3 credits)
CPSY 654: Supervision & Consultation (4 credits)

Domain 5: Elective Courses (6 credits minimum)

CFT 622: Relational Assessment (1 credit)
CFT 626: Relational Sex Therapy (3 credits)
CFT 628: Addiction & Recovery (3 credits)
CPSY 608: Topics in Latinx Mental Health (3 credits)
CPSY 602: Supervised College Teaching (1 credit)
CPSY 607: Seminar in Supervision & Consultation (1 credit/term enrolled) (*prereq: CPSY 654*)
CPSY 626: Psychological Services for Latinx (3 credits)
CPSY 645: Health Promotion and Equity (3 credits)

PREV 633: Contemporary Issues in Public Health (3 credits)
PREV 634: Implementation Science (3 credits)
PSY 621: Clinical Psychobiology (3 credits)
SPED 626: Grant Writing (variable credits)
SPSY 610: Neuroscience for Educators (3 credits)
SPSY 650: Developmental Psychopathology (4 credits)
SPSY 671: Behavioral Assessment (4 credits)

EDLD 628: Hierarchical Linear Models I (3 credits)
EDLD 629: Hierarchical Linear Models II (3 credits)
EDLD 633: Structural Equation Modeling I (3 credits)
EDLD 634: Structural Equation Modeling II (3 credits)
PREV 640: Meta-analysis I (3 credits)
PREV 641: Meta-analysis II (3 credits)
PREV 643: Applied Mediation and Moderation (3 credits)

SAMPLE COURSE PROGRESSION AND ADDITIONAL REQUIREMENTS

A narrative description of courses is in Appendix B, and copies of the six-year and five-year Program Progression are on the CPSY "**Current Student Resources and Information**" blog, https://cpsy.uoregon.edu/. Most of the classes listed below are required. Specific sequence of courses will vary from the "sample course plan" described below, depending on whether students 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 APCs; send the APC your name, UOID, course CRN, and course title to sped@uoregon.edu or spsy@uoregon.edu.

YEAR 1

> **Year-Specific Expectations:**
> 1) Become involved in research (with your advisor, other faculty members, advanced doctoral student);
> 2) Begin working on - with the goal to complete - 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 (as part of 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 611: Counseling Skills *(enroll for 3 credits) – or –* CFT 609: Micro Counseling Skills *(3 credits)*
CPSY 612: Professional Ethics
CPSY 613: Introduction to Counseling Psychology as a Discipline
CPSY 621: Lifespan Developmental Psychology
EDUC 612: Social Science Research Design
CPSY 601: Research: Doctoral Research Seminar (1)

WINTER
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)
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1 credit; instructor approval)

SPRING
CPSY 610/618: Group Dynamics and Counseling – or – CFT 624: Group Psychotherapy
CPSY 617: Theories of Career Development
CFT 609: Beginning Practicum
EDUC 640: Applied Stat Design & Analysis
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1 credit; instructor approval)

E = offered even years, O = offered odd years.

YEAR 2

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Year-Specific Expectations:
1) Complete the adult practicum series;
2) Collaborate on at least 1 conference presentation proposal;
3) Complete your SAP, if not already completed;
4) Contribute to other research projects;
5) Collaborate on research that culminates in preparation of a manuscript(s) submitted for publication.

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FALL
CPSY 609: Adult Practicum (+ 1 credit CPSY 609: Adult Prac Supervision if in HEDCO Clinic)
EDUC 642: Multiple Regression in Educational Research
Elective
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

WINTER
CPSY 609: Adult Practicum (+ 1 credit CPSY 609: Adult Prac Supervision if in HEDCO Clinic)
EDUC 644: Applied Multivariate Stats
CPSY 642: Child/Family Interventions
SPSY 651: Cognitive-Affective Aspects of Behavior (O)
        -OR-
SPSY 652: Biological Aspects of Behavior (E)
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

SPRING
CPSY 609: Adult Practicum (+ 1 credit CPSY 609: Adult Prac Supervision if in HEDCO Clinic)
SPSY 672: Intellectual Assessment   - or - CPSY 635: Social Aspects of Behavior (alt. years)
Elective (e.g. SPSY 650: Developmental Psychopathology)
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
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 APC and obtain authorization to register for SPSY 605 Reading instead, and be sure to let the APC 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.

YEAR 3

Year-Specific Expectations:
1) Complete the year-long Child & Family Practicum (that includes the summer after the 3rd academic year);
2) Collaborate on at least 1 conference presentation proposal;
3) Complete the Psychological Aspects of Behavior Integrative Paper (end of year 3, often in summer).

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.

* If students are approved to work on an Externship, Externship credits can only be taken after the completion of Adult practicum and successful completion of the SAP. Enrollment in externship credits requires approval from your advisor in consultation with the Child and Family practicum supervisor(s) and the CPSY program director and includes specific expectations of the Externship site in which you conduct work. Externship hours should not exceed 10 hours per week in the third year.

FALL
CPSY 609: Child/Family Practicum (+ 1 credit CPSY 609: Child/Family Prac Supervision with your supervisor)
CPSY 626: Psych Services & Res w Latinx & Span Speaking Pops (*elective; required for Spanish Specialization*)
Elective: (e..g, CPSY 602: Supervised College Teaching (v) (any term this year if teaching)
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

WINTER
CPSY 609: Child/Family Practicum (+ 1 credit CPSY 609: Child/Family Prac Supervision with your supervisor)
SPSY 651: Cognitive-Affective Aspects of Behavior (O)
   -And in the alternating year-
SPSY 652: Biological Aspects of Behavior (E)
EDUC 620 Program Eval I (Odd years only) or EDUC 630: Qualitative Methods I
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

SPRING
CPSY 609: Child/Family Practicum (+ 1 credit CPSY 609: Child/Family Prac Supervision with your supervisor)
CPSY 622: Psychological Assessment
CPSY 635: Social Aspects of Behavior (E)
  or EDUC 621 Program Evaluation II (O)
  or EDUC 630: Qualitative Methods II (O)
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
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.

YEAR 4

FALL
CPSY 654: Supervision & Consultation (or take year 5)
CPSY 609: Externship
CPSY 626: Psych Services & Research w Latinx pops (elective; required for Spanish Specialization) (even years)
Elective: (e..g, CPSY 602: Supervised College Teaching (v) (any term this year if teaching)
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

WINTER
CPSY 609: Externship
Elective
Advanced Research Methodology elective
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

SPRING
CPSY 635: Social Aspects of Behavior (if not earlier)
CPSY 609: Externship
Elective
Advanced Research Methodology elective
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
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.

YEAR 5

Year-Specific Expectations:
1) Complete internship applications – this includes:
   a. Applications may be due as early as October 15th, so provide your advisor and the Director of Clinical Training (DCT) with a list of sites, due dates, and required 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;
3) Continue clinical training through an externship;
4) Participate in optional supervision or consultation practicum/seminar;
5) Collaborate on at least 1 conference presentation proposal.

FALL
CPSY 609: Externship
CPSY 603: Dissertation*
Advanced Research Methodology elective
Elective
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

WINTER
CPSY 609: Externship
CPSY 603: Dissertation*
Advanced Research Methodology elective
Elective
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

SPRING
CPSY 609: Externship
CPSY 603: Dissertation*
Advanced Research Methodology elective
Elective
CPSY 601: Research: Doctoral Research Seminar (1)
SLPSR Specialization:
CPSY 609: Practicum: Bilingual Supervision (1)

*Students must register for a minimum of 3 credits of CPSY 603: Dissertation credits in both the term **prior to** and the term **during which** they complete their oral defense. *Students should NOT register for CPSY 603 credits in any term following successful completion of their oral defense.*
E = offered even years, O = offered odd years.

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 they have successfully completed the oral defense of their dissertation.)

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 being 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 cover(s) the required course content. If needed, your advisor will consult with CPSY 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 CPSY program 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 2 years.

When course substitutions have been approved by your advisor as meeting current CPSY program requirements, list all necessary data (e.g., date of course, institution, etc.) on your doctoral program plan and attach the syllabi for all courses waived. If you already have a doctoral program plan approved, record the date that the substitution was approved in your final program plan. Return the completed petition and the revised program plan to the Academic Program Coordinator for your academic file.

2. Course Transfers

The benefit of officially "transferring" graduate-level courses that faculty have "waived" you from taking is that when you need official transcripts in the future they will be all in one place. If you want to transfer masters' credits, link here 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 on-line 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 7 *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 Program Plan* 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 CPSY Program Director for approval. Be sure to submit all required supplementary materials as needed.

Once the plan is approved, the original copy is filed with the Academic Program Coordinator. 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 without 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 Academic Program Coordinator, 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 evaluations, 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 COE, each student must complete an FBI criminal background check upon entry into the program and prior to enrollment in practica. Forms and information about this background check are included in this link: https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/16480/files/2020/10/COE-Background-Check-Process-September-2020.pdf. 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 Academic Program Coordinator 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 Psychology*. Students who enter with a bachelor's degree often receive the M.S. or the M.A. 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 Program Plan to the APC;
   (c) Submit a copy of approved Specialty Area/Master's Project Form to the APC;
   (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 CPSY**);
   (e) Have all Incompletes ("I") on transcripts changed to a passing grade by the end of the term the master's degree is to be awarded. Any Incompletes remaining on the transcript once the degree is issued cannot be removed.

The Program Plan and the Specialty Area/Master's Project Form must be turned in to the CPSY APC 4 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 *Master of Arts (M.A.) in Counseling Psychology*** may also be an option for some students who choose to finish their training at the master's level. The M.A. requires 2 years of coursework, a master's research 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), and successful completion of one academic year of clinical practicum. 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.

3. The *Master of Education (M.Ed.) in Counseling, Family, and Human Services* may be awarded to students who choose to leave the program after they have completed at least 1 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 Classification** form to the Graduate School prior to receiving this degree upon leaving the program.

COMPETENCY-BASED PORTFOLIO

PURPOSE

The CPSY Program focuses on fostering students' development of professional competency in all areas of training as health service providers and researchers in counseling psychology, evidence of which is compiled into a "competency-based portfolio" over students' tenure in the program. A common definition of a **professional competency** is the "*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" (Fouad et al., 2009).* Performance at an acceptable level presumes integration of multiple competencies. Portfolio elements are designed to allow you to communicate, and faculty 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 element requirements were developed with extensive input and feedback from our students over the years. These requirements are outlined in the following table.

COMPETENCY-BASED PORTFOLIO REQUIREMENTS

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

Competency evaluation forms are in Appendix F

PORTFOLIO ELEMENT SCORING, REMEDIATION, AND DOCUMENTATION

Competency element evaluation forms are in **Appendix F**. Unless otherwise stated**, a score of 3 or more (on a scale of 1 to 5, as reflected on the evaluation forms) represents a "pass" on each portfolio element**. Also, unless otherwise stated, students will have *one opportunity to re-submit the portfolio element* if they do not score a 3 or higher on the first attempt. Failure of any portfolio element on the resubmission 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.** Specific deadlines for resubmissions will be stated in the course syllabus (for those competencies that are demonstrated through class assignments) or stated below in the description of the competency (for those competencies that are demonstrated outside of required courses). **For policies related to unsuccessful completion of Student Competencies, please see the Student Policies Section below, under the subsection: Student Retention/Remediation and Termination Policies.**

For resubmitted portfolio elements, if students believe that the score received on any portfolio element is not accurate and representative of their work, they may submit a written appeal articulating the reasons that form the basis for changing the score to the training director, who will assign two alternative graders to the portfolio element who did not read the resubmitted work the first time. 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 resubmitted 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.

Students must submit a copy of each completed competency portfolio element, including all evaluation forms received, to the APC for their student file *as soon as they are successfully passed* **or by the deadlines stated below in the description of the competency**. Students should also **always** keep a copy of all materials for their own personal files, as these materials may be required for licensure.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you require special accommodations for a specific disability for any portfolio element, see the syllabus in which the portfolio element is located. See resources through UO **Accessible Education Center**.

1. ETHICS COMPETENCY: ORAL ETHICS 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 1-hour structured oral ethics exam is administered during **CPSY 612: Professional Ethics** and will be evaluated by the instructor. The format may vary, but, typically, students are presented with two written case vignettes, respond to ethical and clinical dilemmas presented in the vignettes, and answer questions pertaining to their analyses of the cases presented. Thirty minutes will be spent preparing both written case vignettes followed by 30 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 of your 1st year**. So, you must schedule the exam with the ethics instructor early in the fall term.

Students who fail the oral ethics exam will develop a plan of assistance with their advisor in consultation with the Ethics course instructor prior to retaking the exam. A student who fails this exam a second time will be placed on a Plan of Assistance to help remediate the problem until the student is able to pass the competency. If a third ethics exam is failed, the student may continue on a Plan of Assistance or be may be removed from the program.

This portfolio element **must be passed prior to enrolling in CPSY 609: Practicum Adult**.

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 manuscript embedded in the social sciences writing traditions. Additionally, this paper is designed to assess your

overall research design and methodological competencies. Essentially, the SAP is a masters' thesis equivalent, without going through the typical oral defense of the thesis with a committee.

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 **may be completed in the first year** of the program and should be completed by **the second year in the program**. Students should allow **1 calendar year to complete the SAP**.

Your SAP idea must be approved by your advisor. Expect to produce multiple drafts of the SAP and allow time for advisor feedback on each draft. Speak with your advisor about the length of time you need to budget in order to obtain advisor feedback on each draft. The *SAP Research Evaluation Matrix and Checklist* (see Appendix F) should be used as a guide for iterative feedback on the SAP (as it will be used to assess your overall competency in the final evaluation process).

When the SAP is deemed ready by your advisor, 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. A passing grade will depend on how carefully and thoroughly students address all elements of the Matrix and Checklist. The SAP Evaluation Form and the CPSY Research Evaluation Matrix and Checklist will be completed by the student's advisor, who will then notify the student of the final grade **within three weeks of receipt**.

- **Students must submit a copy of the completed SAP, including all evaluation forms received, to the APC for their student file** *as soon as they are successfully passed*. Students should also **always** keep a copy of all materials for their own personal files.

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

3A. MULTICULTURAL ORIENTATION COMPETENCY I 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.

3B. MULTICULTURAL INTEGRATION COMPETENCY II 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 APC by October 15 the year that you apply for internship.

4A. THEORETICAL ORIENTATION COMPETENCY I PAPER

This competency is completed in the **spring term** of **CPSY 609: Practicum Adult** through a class assignment. Details for the class assignment will be provided in the course syllabus.

Note: This paper is intended to be an exploration of counseling theory given the limited clinical experience students have had after one year of clinical work. This is not a summary paper in which students are expected to define their theory with no further changes or expected growth. This is one theoretical position paper in a long developmental process. Students should remain open to future adaptations in preferred theory of counseling and understanding of the mechanisms of change after working with families and children and other populations in future practica and externships.

This portfolio element **must be passed prior to advancement to candidacy**.
This portfolio element **must be passed in order to pass the Adult Practicum sequence**.

4B. Theoretical Integration Competency II 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 APC by October 15 the year that you apply for internship.

This portfolio element **must be passed prior to applying for internship**.

5A. Clinical Competency I: Adults

This competency is completed the **winter term** of **CPSY 609: Practicum Adult** through a class assignment wherein students **complete a formal oral and written case presentation of their clinical work with an adult client**. Details for the class assignment will be provided in the course syllabus.

- **Students must submit a copy of the completed case presentation, including all evaluation forms received, to the APC for their student file** *as soon as they are successfully passed*. Students should also **always** keep a copy of all materials for their own personal files.

This portfolio element **must be passed prior to advancement to candidacy**.
This portfolio element **must be passed in order to pass the Adult Practicum sequence.**

5B. Clinical Competency II: Child & Family

This competency is completed in the **CPSY 609: Practicum Child and Family** through a class assignment wherein students **complete a formal oral and written case presentation of their clinical work with a child/family client.** Details for the class assignment will be provided in the course syllabus.

- **Students must submit a copy of the completed case presentation, including all evaluation forms received, to the APC for their student file** *as soon as they are successfully passed*. Students should also **always** keep a copy of all materials for their own personal files.

This portfolio element **must be passed in order to pass the Child and Family Practicum sequence.**

5C. Clinical Competency III: Assessment

This competency is completed in **CPSY 622: Psychological Assessment** through a class assignment wherein students conduct a **comprehensive assessment and produce a comprehensive report** detailing that assessment. Details for the class assignment will be provided in the course syllabus.

- **Students must submit a copy of the completed Assessment Competency assignment, including all evaluation forms received, to the APC for their student file** *as soon as they are successfully passed*. Students should also **always** keep a copy of all materials for their own personal files.

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

6. Psychological Aspects of Behavior Competency Integrative Paper

For this portfolio element, students will write an **independent, integrative and comprehensive 35-40 page literature review paper** (not including title page and references) in APA format on the biological, social, cognitive/affective, and individual difference factors that influence the etiology and/or maintenance of a specific behavior across the lifespan and/or within a specified population.

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Timing: It is required that students complete **at least 3 of the 4 required psychology core courses** (SPSY 652: Biological Aspects of Behavior, CPSY 635: Social Aspects of Behavior, SPSY 651: Cognitive-Affective Aspects of Behavior, and CPSY 621: Lifespan Developmental Psychology) and must have completed **a minimum of 90 total graduate credits** before they begin to work on this paper. Given these required credits and courses prior to this paper, students generally do not begin this project until the *end of spring term of the third year* (if students enter with a bachelor's degree) *or the end of spring term of the second year* (if students enter with a masters'). Students utilize the summer to complete this paper. Students are expected to complete this paper prior to the beginning of their 4th year in the program. Students are not able to "advance to candidacy" and will not be able begin work on their dissertations until this project is complete.

Guidance: The specific topic that is the focus of this paper will be selected by students **in consultation the advisor.** Students are encouraged to focus on a topic that will enhance their dissertation work. In fact, this competency paper is designed to serve as the basis of the literature review of the student dissertation as a way to facilitate student progress in the program. This competency element allows students to demonstrate integrative knowledge, a capacity to thoroughly review and critique the extant literature in a specific area, and writing skills.

This is *an independent project* (unlike the SAP, which involves multiple drafts and consultation with your advisor and other researchers with whom students are working). Prior to starting, select a topic and discuss the general parameters of previously successful "Psych Aspects" papers with your advisor. Some papers, for instance, utilize a format such as this: Abstract (1 page); Introduction (problem definition, etiology, epidemiology, etc.) (7-8 pages); and not in any particular order: Biological aspects of the problem (5-6 pages); Social aspects (5-6 pages); Cognitive/Affective aspects (5-6 pages); Individual and Developmental considerations (if not attended to throughout the paper as a whole) (5-6 pages); Critique, Conclusions and Recommendations for future research (7-8 pages). Of course, variations occur, and each section length will be determined by your topic, the research available in each of the core psychology domains, and other factors.

It takes skill and writing discipline to complete such a comprehensive paper in 35-40 pages, which is why this page range is purposeful. Some variations in paper length may occur given any number of factors, such as the specificity of the topic selected, student writing style and skill, planned dissertation idea, student and advisor preferred research methodology and tradition, and so forth. Some students may find it difficult to "reach" 35 pages, while others may struggle to get their content "under" 40 pages. As in submitting manuscripts for publication, attending to page ranges and limits is an essential skill and standard of practice in the profession.

When the paper is completed, students should email their paper to their advisor along with a copy of the *Psychological Aspects of Behavior Integrative Paper Evaluation and Approval Form* (see Appendix F). A passing grade will depend on how carefully and thoroughly students address all elements of the topic and each Psychological Aspect of Behavior related to the topic. The Evaluation Form will be completed by the student's advisor, who will then notify the student of the final grade **within three weeks of receipt.**

- **Students must submit a copy of the completed Psychological Aspects of Behavior Integrative Paper, including the evaluation form received, to the APC for their student file** *as soon as they are successfully passed*. Students should also **always** keep a copy of all materials for their own personal files.

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

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

Completion of this competency relates to a variety of performance and applied activities and written work conducted in both the year-long **CPSY 609: Child and Family Practicum** sequence and in the **CPSY 654: Supervision and Consultation** course. Student consultation and collaboration skills in performing work with children and families and in supervising early-career counseling professionals will be evaluated per criteria detailed in the course syllabi. Evaluations that demonstrate ratings on student consultative work in this practicum and supervision class appear in the Appendix F.

7B. RESEARCH COLLABORATION & CONSULTATION COMPETENCY: MOU TO DISSERTATION COMMITTEE

For this portfolio element, students must prepare a memorandum of understanding (MOU) that summarizes the feedback provided by dissertation committee members during the oral defense of students' dissertation proposal and **submit it to the Chair of their dissertation committee for their review and approval within 2 weeks of the oral defense date**. As part of the MOU, students must document any modifications to the proposed study requested by the committee members, decisions made during the defense, and recommendations made by committee for the final dissertation product. **The final approved version of the MOU must be sent to each dissertation committee member by no later than 3 weeks following the oral defense date.**

- **Students must submit a copy of the completed, advisor approved MOU to the APC for their student file** *as soon as they are successfully passed*. Students should also **always** keep a copy of all materials for their own personal files.

This portfolio element **must be passed prior to applying for internship**.

Additionally, once the dissertation is completed, students must forward their dissertation to their committee along with a revised copy of their original MOU. In the revised MOU, students must highlight changes that were made to the dissertation based on the feedback outlined in the MOU. Where students require additional analytical or methodological skills to comply with the feedback and requests of the dissertation committee as relate to the dissertation project, it is expected that students will acquire these skills independently or seek appropriate consultation. However, it is sometimes the case that something requested by the dissertation committee was not possible or was deemed inappropriate in light of information discovered after the original MOU was approved. To the extent that any feedback from the dissertation committee cannot be followed, the revised MOU must state *what* feedback was not followed and *why* it was not followed with supporting citations, as appropriate.

It is strongly encouraged, though not required, that students complete this portfolio element and defend their dissertation prior to leaving on internship.

ADVANCEMENT TO CANDIDACY

ADVANCEMENT

Advancement to candidacy requires that Ph.D. students have demonstrated competency across the domains of professional standards, scholarly communication, and educational inquiry. In the CPSY Ph.D. program, specified elements in the competency-based portfolio are used to determine readiness for advancement to candidacy and readiness to initiate the dissertation research project. 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. Once students "Advance," they are eligible to register for **CPSY 603: Dissertation** credits.

To "advance," students must first complete the *CPSY Advancement to Candidacy Form.* (Appendix G1) Students must provide the dates when each required portfolio element was passed. This form must be signed by students' advisor, after which students must complete the application for advancement to candidacy on-line via GradWeb (https://gradweb.uoregon.edu/main/main1.asp). Once students complete the GradWeb application and return the completed *CPSY Advancement to Candidacy Form* to the APC, the APC will electronically confirm the information in GradWeb. A final form is created in GradWeb, signed by the Department Head and CPSY Program director, and then sent to the Graduate School. The student, faculty advisor, and the APC receive notice of successful advancement from the Graduate School via email.

Students must forward this email to the CPHS GE Business Manager in order to receive their GE level promotion. All advancement documents are kept in students' confidential academic file. You should maintain all of this in TK20 as well for your own records.

ADVISING POLICIES & EXPECTATIONS

The CPSY program adheres to and exceeds the COE Advising Policy (Appendix D). Each student is assigned a CPSY 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
- Actively seek advising and information during designated advising meeting times (e.g., doctoral seminar)

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 their 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 CPSY 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.

- **The Doctoral Research Seminar (Docsem)** is an unusual and central component of student training, support, advising, professional acculturation, and research collaboration in the UO Counseling Psychology program. In weekly Docsem, students present research, work on professional development such as professional writing, and provide mutual support and information exchange. On occasion, students will also be in program-wide meetings (referred to as a "combined docsem"). These occur on Friday mornings during the time students are required to preserve for program meetings and trainings (Fridays, all terms, 10AM-12noon). Individual advisors may change the day and time for their particular research and advising Docsem to meet other demands, but students are still required to preserve Friday mornings from 10-12 for other program meetings and "combined docsems". **Students attend Docsem even during terms when not specifically enrolled in Docsem credits as a "program requirement".

- **Students are required to protect Friday mornings from 10:00am-12:00pm** for Combined docsems, all-department trainings, and other activities. Friday mornings may also be used for individual research advising meetings, research team meetings, writing groups, or other research activities as specified by students' primary advisor. Typically, student will experience a combination of all these things at different times in their training. Participation in these research meetings/activities are mandatory unless otherwise stated. The exact schedule of activities for the term will be developed with students at the start of each term. To be clear, you are expected to meet with faculty, in research teams, and engage in other professional development activities at other times during the week as well. Just protect Friday mornings.

- **One to two (1–2) Friday mornings each term of the year will be a "combined docsem".** The goals of these combined docsems include, but are not limited to:

- **Fostering community building in diverse ways**. These all-program meetings may be occasions for student leadership to engage with the whole CPSY community and may provide times for identity-based student caucuses to meet. They are a time to celebrate our accomplishments, welcome people to the program, and acknowledge student and faculty successes.

- **Enhancing student-faculty communication** and communication across different faculty advisee groups, research teams, and other groups. These are good times to share feedback within the program. Additionally, all students may attend the non-executive (non-confidential) portion of CPSY faculty meetings and contribute to student-faculty communication via SALA, but in order to remove a burden falling on just a few students we like to meet as a whole program.

- **Addressing advising needs that span all students** (such as scheduling speakers who can address program-wide training needs related to statistics, teaching, and preparation for meeting program competency milestones, etc.) Special presentations from outside resources like the UO Teaching Effectiveness Program [TEP] to support GE instructors and our program dialogue on equity and inclusion is another example. Combined docsems may offer opportunities for specialized trainings and services for the whole program.

DISSERTATION

COMMITTEE APPOINTMENT

Students may select a dissertation committee after they advance to candidacy. The Graduate School requests that students' dissertation committee be appointed within 1 month of Advancement to Candidacy, which is the preferrable time frame. It is strongly recommended that students appoint their dissertation committee the same term in which they Advance to Candidacy. Students are required to review the Dissertation Committee Policies on the Division of Graduate Studies website (http://gradschool.uoregon.edu/committee-policy) and then meet with their advisor to solidify their dissertation idea and identify potential committee members. Students are not permitted to invite any individual to serve on their dissertation committee without the express permission of their advisor. You have 4 dissertation committee members. Two (2 - including your advisor) committee members come from within the CPHS department. You may have up to 3 committee members from the CPHS department. One (1) committee member needs to come from outside of the CPHS department. Petitions for exceptions to Division of Graduate Studies committee policies may b submitted using the **general petition form**.

To create the dissertation committee, students must complete the *Dissertation Committee Appointment Recommendation to the Graduate School* (Appendix G2) form and submit the completed form to the APC, who will then submit the information to GradWeb. The dissertation committee must be on file with the Division of Graduate Studies **no later than 6 months prior** to the final oral defense.

DISSERTATION PROPOSAL APPROVAL

Students must defend their dissertation proposal by November 1st of the year during which they apply for internship. Students must consult with their advisor, typically the chair of their dissertation committee, about scheduling a date and time **well before the November 1st deadline**, to ensure deadlines for the Graduate School can be met. Make arrangements with the APC to reserve a room for your defense, and then obtain the *Dissertation Proposal Approval* form. Be aware that both proposal defense and Final Oral Defense are now allowed to be scheduled and conducted remotely. 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.

All committee members should attend the proposal defense. If there are extreme scheduling conflicts among the 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 being present. The member not attending must provide a statement articulating that they have read the document, and they must provide feedback on the document. Students must consult with their advisor and the CPSY Program Director in the case of any other circumstances that prevent the required committee members to be present for the proposal defense.

At the conclusion of the dissertation proposal defense, students must have their committee sign the form, signifying that each member has approved the dissertation proposal with anticipated changes as will be articulated in the MOU prepared by students following the meeting (see **competency-based portfolio element 7B** for more information).

Students should <u>not</u> provide food or beverage (even water bottles) for committee members at the dissertation proposal meeting. Faculty do not expect it.

ENROLLING FOR DISSERTATION CREDIT & INTERNSHIP CREDITS

Students may enroll in **CPSY 603: Dissertation** credits after advancing to candidacy. All students must complete a **minimum of 18 dissertation credits**, with a **minimum of 3 credits** in the *term prior to the oral dissertation defense* and a **minimum of 3 credits** in the *term in which the oral dissertation defense is completed*. Make sure that you comply with continuous enrollment requirements established by the Graduate School. Students making satisfactory progress toward the completion of the dissertation will receive a grade of Incomplete for each term they are enrolled in CPSY 603, which will be 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. Students are strongly encouraged to defend their dissertation prior to leaving for internship. Enrollment for **CPSY 603: Dissertation** credits and **CPSY 704: Internship Doctoral** credits varies depending on when you defend your dissertation. For details about enrolling, please see the 'Registration Policy' and student-created Guide in Appendix H.

RESEARCH COMPLIANCE

Students are required to complete education in the protection of human subjects, administered through the Collaborative Institutional Training Initiative (CITI; https://research.uoregon.edu/plan/training-opportunities/collaborative-institutional-training-initiative-citi). This training has historically been completed in the context of **EDUC 612: Social Science Research Design** taken in Fall term of students' 1st year. Students who enter the program with their master's degree who waive EDUC 612 are still required to complete the CITI training in their 1st year in the program to facilitate engagement in research activities.

Students whose research involves human subjects *may not begin any research activities* (e.g., participant recruitment, data collection, analysis of data that constitutes human subjects research) until the Committee for the Protection of Human Subjects (i.e., UO's Institutional Review Board [IRB]) through **Research Compliance Services (RCS) has approved their proposal**. Procedures for approval of human subjects research can be located on the general research compliance site at https://research.uoregon.edu/manage/research-integrity-compliance/human-subjects-research, email researchcompliance@uoregon.edu, or call (541) 346-2510. Relevant IRB forms can be found at https://research.uoregon.edu/manage/research-integrity-compliance/human-subjects-research/human-subjects-applications-forms.

Important: Students working with an existing dataset should not automatically assume that their activities are not subject to review by RCS. The need for RCS approval depends upon the nature of the existing data set. The person providing students with a given dataset should tell them if RCS approval for their activities is needed (i.e., if they need to be added to the list of project personnel); however, students are still responsible for ensuring they are in full compliance with laws and ethical guidelines related to research conduct. Students wishing to access a publicly-available dataset are encouraged to complete the **Human Subjects Research Determination Worksheet** (https://research.uoregon.edu/sites/research1.uoregon.edu/files/2020-01/worksheet_-_hsr_determination.docx) to determine if their project meets the definition of human subject research and requires submission of a protocol or the **Exempt Self-Assessment Tool** (https://rcs.uoregon.edu/exempt-self-assessment-tool) to screen their project for exemption eligibility in advance of speaking with their advisor about the research the wish to conduct.

ACCEPTABLE TOPICS & METHODS

The dissertation must be an empirical investigation that contributes significantly to knowledge and shows a mastery of the literature in a topic area related to Health Service Psychology 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. Topic areas and research methods must be approved by the chair of students' dissertation committee (typically their advisor) and must be in a topic area and use research methods within the general expertise of the chair. 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.

FORMAT OF THE DISSERTATION DOCUMENT

The Graduate School only accepts dissertations electronically in PDF format. Students have access to Adobe software necessary to create PDFs through a UO license (https://coehelp.uoregon.edu/how-to-guides/signing-in-to-adobe-creative-cloud/). Dissertations must be formatted according to Graduate Schools style manual (https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/etd_style_manual_2015-2016final032016.pdf), which defers to APA style on some elements, but not others. Improperly formatted dissertations may be returned to the student for revision prior to final acceptance; very little time is given to make such revisions, so students are strongly encouraged to carefully review their dissertation to ensure it fully comports with the style guideline prior to submission. Students

electronic thesis or dissertation (ETD) will be made available to the public in Scholars' Bank, UO's open access repository for the intellectual work of faculty, students, and staff. All dissertations are also published by ProQuest.

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 the signature of their dissertation committee chair (and co-chair, if applicable, and advisor, if different than the chair) 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) following the oral dissertation defense. Signatures must be original (no electronic signatures or faxed forms).

SCHEDULING THE FINAL ORAL DISSERTATION DEFENSE

Students may schedule the dissertation defense at any time during the academic year, including during Week 10 and finals week of Spring Term. The dissertation defense may **not** be scheduled between the end of Spring term and the beginning of Fall term. You should expect that the availability of individual faculty members to review drafts of the dissertation will be nominal during the Summer term and will vary greatly among faculty members. Students should always consult with their dissertation committee chair (typically their advisor) and co-chair (if applicable) about summer availability prior to planning for a Fall term defense.

Students should refer to 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 their application for the doctoral degree and oral defense of the dissertation. Students may defend their dissertation in the spring term before leaving for internship or at any time during fall, winter, or spring terms of the internship year. **The completed dissertation must be approved by students' dissertation committee chair prior to submission to their dissertation committee.** Students should anticipate that their dissertation committee chair will need to review multiple drafts of the dissertation prior to it being approved to send to their committee, and that, given the length of the document, this process may take a matter of months. Although the Graduate School requires that students submit their completed dissertation to their committee members a minimum of 3 weeks prior to the oral defense date, **the CPSY program requires that the completed dissertation is submitted to all dissertation committee members a minimum of 4 weeks in advance of the oral defense date**, to ensure there is adequate time for committee members to carefully review the document before agreeing the student is ready to defend. Please note, committee members may reach the conclusion that a student is not ready to defend, and the oral defense date may, therefore, be postponed.

Students should **not** provide food or beverage whatsoever (even water bottles) for committee members at the dissertation oral defense meeting. Faculty do not expect it.

Procedures for completing the oral dissertation defense:

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. Students must register for the appropriate number of **CPSY 603: Dissertation** credits, and, if applicable, **CPSY 704: Internship** credits based, on when they're planning on completing the oral dissertation defense. Specifically, students must register for a minimum of 3 credits of **CPSY 603: Dissertation** the term before and a minimum of 3 credits of **CPSY 603: Dissertation** in the term of the oral dissertation defense. Students may **not** enroll in **CPSY 603: Dissertation** credits following the oral dissertation defense, and **a total of 18 credits of CPSY 603: Dissertation are required for graduation**. Thus, enrolling in **CPSY 603: Dissertation** credits may be required prior to these two terms to meet this requirement.

3. Students should submit an [Application for Advanced Degree](#) through GradWeb's "Oral Defense" menu by the deadline during the **term they are completing the oral dissertation defense**, **not** the term they are graduating (http://gradschool.uoregon.edu/deadlines-doctoral). Because of internship, most students will *not* graduate the term they complete the oral dissertation defense. Students completing the oral defense of their dissertation **the spring before internship** begins will **not** be able to enter the accurate graduation date when applying for the advanced degree and **must call the Graduate School** to have it approve. Students completing the oral defense of their dissertation **while on internship** should enter **Summer** as the term of graduation when applying for the advanced degree (even if students plan to participate in the Spring graduation ceremony). (Note: Students who have not passed their oral dissertation defense cannot participate in the Spring graduation ceremony).

4. Students should check the Graduate School's deadline for last possible day to file for their oral dissertation defense. Keep in mind that the date of the oral dissertation defense will have financial implications (e.g., a finals week defense counts as a defense during *the following term*). **The oral dissertation defense date/time/location and availability of all committee members should be confirmed by no later than 4 weeks prior to the oral dissertation defense, at the time when the completed dissertation is submitted to committee members.** Room reservations should be made through the APC. About this time (3 weeks prior to the oral dissertation defense date), students defending their dissertation prior to leaving for internship should apply for *on-leave status*—see below.

5. Students must complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense (http://gradschool.uoregon.edu/policies-procedures/doctoral/defense) via GradWeb, after which emails are automatically sent to students' dissertation committee members, asking them to confirm their attendance. ***This confirmation also requires that the committee has read your dissertation and believes that the document is ready to defend.*** *Though a student's dissertation committee chair may approve the dissertation document be sent to the dissertation committee, each individual committee member makes their own assessment of the dissertation and may conclude the student is not ready to defend, in which case the oral dissertation defense must be postponed.* Once all committee members have confirmed, 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, students are indicating their readiness to schedule an oral dissertation defense. As noted above, the completed dissertation should have already been approved for distribution to students' dissertation committee by the committee chair and students should have obtained provisional agreement from committee members to be available to attend the oral dissertation defense at a specified day and time. If one of the inside committee members is unable to attend the final defense, students 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 oral dissertation defense, never the committee chair or the outside representative. The committee member waiving their attendance must agree to read the dissertation prior to the oral defense meeting and submit any questions directly to the chair of the student's dissertation committee. Students must prepare a letter for the committee member who waives attendance as described by the Graduate School: http://gradschool.uoregon.edu/policies-procedures/doctoral/waiver-of-attendance.

   b. Once all of the committee members have confirmed that they will attend, the Graduate School will send you a notification email, and the APC will be sent an automatically generated Application for Final Oral Defense for Doctoral Degree form. The APC 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 **3 weeks** before the date of the oral dissertation defense. Students' dissertation title **cannot** be changed after this point.

6. Students' dissertation committee chair will bring a Certificate of Completion to the oral defense meeting. Following successful defense of the dissertation, students must give the signed Certificate of Completion to the APC. A copy will go in your file and the APC will send the original to the Graduate School.

7. In the same quarter in which students defend their dissertation, they must upload their completed 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 2 weeks prior to the end of the term. If the committee requested revisions during the oral defense (and they almost always do!), then students must complete the revisions and give the dissertation committee chair (and sometimes other committee members) sufficient time to review and approve the revisions before the deadline.

8. Students' must sign and then have their dissertation committee chair (and co-chair, if applicable, and advisor, if different than the chair) 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. These must be actual signatures and not electronic signatures. Please see http://gradschool.uoregon.edu/thesis-dissertation/thesis-dissertation-submission for details. Students may leave this form with the APC at the time of their defense, who will then date it and send to the Graduate School at the time of final submission.

9. After students' final internship evaluation is received by the program and the Graduate School survey is completed (see #3 on this site: https://gradschool.uoregon.edu/academics/thesis-dissertation/etd-submission, which has 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. At this point, students are finished with their degree. Once the Registrar receives this notice from the Graduate School, students' 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

** *Important disclaimer:* *Even if you qualify for "on leave status" during internship year you must ALWAYS at least register for* 1 credit of "Internship" the Summer term in which you complete the internship and graduate.

The UO Graduate School policy for on-leave status during the pre-doctoral internship year is located here: https://gradschool.uoregon.edu/academics/policies/general/on-leave-status
The policy also provides guidelines about registering for **CPSY 603: Dissertation** and **CPSY 704: Internship Doctoral** credits.

If you have received an internship and have successfully defended your dissertation prior to leaving for internship, you are eligible to apply for up to three terms of "on-leave" status during your internship year. You will not be required to register or pay tuition and fees during these terms. However, **you must register for 1 credit of "Internship" the Summer term in which you complete the internship and graduate.** The application for "on-leave" status must be completed **3 weeks prior to your oral dissertation defense**.

If you have not completed your dissertation prior to embarking on internship, you **must continue to register for a minimum of 3 credits of CPSY 603: Dissertation** until you successfully defend your dissertation. Once you have defended your dissertation (either in Fall or Winter of the internship year), you may then become eligible for "on-leave" status for the remainder of the internship year, as described above and you still will be required to register for 1 credit of "Internship" during the Summer term that you complete the internship and graduate. These are Graduate School requirements.

FAILURE OF INTERNSHIP AFTER SUCCESSFUL DISSERTATION DEFENSE

You are required to successfully pass the pre-doctoral internship in order to graduate from the CPSY doctoral program, even if you have already defended your dissertation prior to starting your internship year. 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 CPSY program, regardless of whether you have defended your dissertation or not.

SUMMER AVAILABILITY OF FACULTY

You may schedule the dissertation defense at any time during the academic year, including during dead week and finals week of Spring Term. You should expect that the availability of individual faculty members will be nominal and/or inconsistent 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

DOCUMENTATION OF TRAINING EXPERIENCE. The CPSY Program requires 2 academic years of practicum training, a supervision practicum, and at least 1 academic year of externship. All supervision and consultation and other clinical experiences should be documented in preparation for internship applications and, later, psychologist licensure applications. Because students will be required to provide extensive documentation of all of clinical experiences when they pursue licensure, it is strongly recommended that students become familiar with the forms and the information that different states where they might want to become licensed require early in their training, well before they are preparing for internship. The documentation required for the application to internship is updated annually, but it is also wise for students to review the nature of the documentation, so that they can be sure they are recording the kinds of information that will later be required. See http://www.appic.org

It is extremely difficult to reconstruct this information later, so **routine record keeping** (e.g., through **Time2Track**) is strongly advised. Moreover, students are responsible for maintaining a copy of all documentation of their clinical experience. Students may need their documentation 30 years from now, when they move to another state or decide to pursue new credentialing. The University archiving system does not allow for maintaining all of the student records indefinitely, so students cannot rely on the program to be able to furnish them with copies of documentation of clinical experience. Students should use the **TK20** Portfolio management system as students in the COE.

PRACTICA:
The first practicum sequence (the "Adult Practicum") is focused on providing clinical interventions to adult and emerging adult clients individually or in small groups; intervention with couples is an atypical experience for this sequence, though may be possible. Students must register for **CPSY 609: Practicum Adult** in Fall, Winter, and Spring term of their 2nd year. Practicum placements currently include a University of Oregon Counseling Services (UCS) in the student health center and the COE HEDCO clinic. Student placements are determined via a process led by the Director of Clinical Training (DCT).

The second practicum sequence (the "Child and Family Practicum") is focused on providing interventions to children and families in the community in connection with the Child and Family Center (CFC). Students must register for **CPSY 609: Practicum Child and Family** in Fall, Winter, and Spring term of their 3rd year. In order to provide continuity of care, **students are expected to continue to provide clinical work as part of the practicum during the summer** and **must complete a CFC Internship Agreement but should <u>not</u> register for CPSY 609: Practicum Child and Family credits.**

Passing practicum courses requires that each student completes the associated clinical hours logs, self-evaluations, and evaluations of supervisors, and that each student obtains copies of their supervisors' evaluations of them, as required for each course. Please refer to course syllabi for more information.

EXTERNSHIPS:
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 licensed site supervisor who is approved by program faculty. Externship supervision must include direct observation (which does just not mean "live" observation but may include recorded observation of your work with clients at some point during the externship).

Students are eligible to seek clinical externships only after passing the adult practicum <u>and</u> after completing the Specialty Area Project (SAP). If students are approved to complete an externship during their 3rd year, the externship must be limited to **no more than 10 hours per week in total during 3rd year.** Nearly all students should plan on completing their first externship in the 4th year of the program, which leaves room for taking on more clients in the Child and Family practicum and enhancing the benefits of that practicum experience.

Externships are arranged by the student but **require the formal written approval of their advisor** and the Program Director and DCT <u>before</u> the student may engage in any activities or make commitments to the externship site/supervisor. Students must submit the completed, signed **University of Oregon Counseling Psychology Doctoral Program Externship Agreement form** for each externship to the Academic Program Coordinator (APC = Student Services Coordinator) for their student record <u>before</u> students can be cleared to register for externship credits. This process is managed through the COE centrally - so check with the APC for details.

Students engaged in externship during the academic year should be registered for **CPSY 609: Practicum: Doctoral Externship** credits corresponding to the total hours they anticipate completing (i.e., 1 credit = 4 clock hours/week for 10-12 weeks across all externship sites). In addition, approximately 40% of all clock hours should be client contact, and 1 hour of supervision (individual or group) must be provided for each 5 hours of client contact. **Students may not receive externship credit for paid hours.** To receive a grade of 'Pass' for externship credit, students must submit a final signed log of all clinical hours associated with a given externship site for that term, a self-evaluation of clinical competencies gained at each site, an evaluation of their supervisor for each site, and a signed evaluation written by the primary supervisor for each site by the deadline, and via the method (e.g., TK20, hard copy), as indicated by the instructor of record. Students who do not turn in these materials by the stated deadline will receive an 'Incomplete' grade and may be barred from further externship activities until the appropriate paperwork is submitted.

Students completing an externship during the Summer term **must register for 1 credit of CPSY 609: Practicum Doctoral Externship** unless their clinical work is taking place at the CFC. Students who have completed the Child and Family Practicum sequence and wish to continue providing clinical work at the CFC, should register for **CPSY 609: Practicum Child and Family** credits, **not** externship credits, once approved by the practicum instructor. Information about the number of **CPSY 609: Practicum Doctoral Externship** credits students may register for during the 9-month academic year is provided on the **Externship Agreement** template. The CPSY Program Director or DCT typically serves as the instructor of record for the academic credit. 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 subsequent pre-doctoral internship application process.

Clinical and assessment experiences that are **not** completed for externship credit may still be "program sanctioned." Students interested in having one of their experiences count as "program sanctioned" that does not currently meet all the externship requirements (e.g., it is a paid position) must complete a Request for **Program Sanctioned Hours Request form (Appendix X)** and present this form and documentation to the Program faculty for review and consideration. Students must provide a copy of the completed and approved form to their supervisor at the beginning of their experience, so that the 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.

INTERNSHIP

PURPOSE & DESCRIPTION

The clinical internship is an essential component of doctoral training in professional psychology. Internships provide trainees with the opportunity to carry out major professional functions in the context of appropriate supervisory support, professional role modeling and awareness of administrative structures and they provide crucial preparation for functioning as an independent professional.

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

INTERNSHIP READINESS AND PLANNING

The faculty determine whether or not students are ready for internship. Readiness includes: (1) successfully passed both the Adult and Child and Family Practicum sequences, (2) receiving consistent positive annual and supervisor evaluations documenting appropriate clinical skills, (3) good standing in the program the spring before applying for internship, and (4) having successfully defended the dissertation proposal by no later than November 1 of the year applying for internship. Students must notify faculty of their intent to apply for internship in the Spring term prior to the Fall term in which they will apply, so that the faculty can assess readiness, the DCT and other faculty can prepare to write necessary letters of recommendation, and the DCT and other faculty can assist students in the application process. **Students who fail to successfully defend their dissertation proposal must withdraw from the internship application/match process.**

If the faculty approve a student's plan to apply, the CPSY Program Director must verify at the outset of the Fall term of application that the student: (1) is in good standing, (2) has completed (or will complete) all course requirements before internship begins, (3) has advanced to candidacy, and (4) has successfully defended their dissertation proposal or is scheduled to do so prior to November 1. The DCT is required to verify the student's clinical experiences and to provide a summary of their strengths and weaknesses as part of the internship application process. The verification process can only be initiated after the student (1) provides the required information to APPIC via the Portal, which results in an email to the DCT allowing access to the verification process (see http://www.appic.org/), and (2) provides the **DCT (and their advisor)** with all of the following materials **by absolutely no later than September 15 of the year of application**:

1) A complete list of APA-accredited sites to which the student is applying, in electronic form, that includes names and contact information for each site, deadlines, information about the site that the student wants letter-writers to know (e.g., "child/family site" or "emphasis on multicultural competencies") and the type of site it is (e.g., community based mental health, hospital, VA, prison, university counseling center).
2) A copy of the completed APPI form, documenting all clinical experiences and hours the student is claiming, and a completed "Internship Application Summary of Hours for DCT" form along with an explanation of those hours.
3) A list of strengths and growth areas that the student will be sharing with their internship sites. *Note: Students should consult with their advisor about these before submitting them.*
4) An electronic copy of the Standardized Reference Form-Revised in which the student has added all the relevant information and provided details in each section related to that content area.
5) An updated CV.
6) Drafts of all essays that will be submitted with the internship application, including students Diversity/Multicultural II and Theoretical Orientation II competency-based portfolio elements.

Planning for internship includes budgeting for the costs of applying, traveling to interviews, and moving. Faculty recommend that students **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 students are aware of application deadlines for the particular

sites that are of interest to them. Most of these deadlines are between October and December of the year before the internship begins. Every internship requires a 2,000 hour (typically 12-month full-time) commitment.

** ***Applications require completing a specific form (the APPI), letters of recommendation using a standardized reference form, transcripts, 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 students receive prior to internship will be obfuscated by poorly prepared application materials.** Compiling clinical hours, selecting sites to apply to, and writing internship application essays is time consuming: Students should estimate how much time they think it will take them *and then triple it*. For faculty, writing letters of recommendation and completing the verification process are also very time consuming; thus, materials should be submitted as early as possible, but by absolutely no later than September 15 in the Fall term the student is applying. See details above.

There are several important resources you may wish to consult:
- The *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: 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.)
- Students who have already successfully completed the internship application process in prior years.

Students must become familiar with APPIC's specific standards and policies for internship application and selection published each year in the APPIC directory (http://www.appic.org/). Failure to carefully follow these policies is considered a violation of professional conduct by the program faculty and by the internship sites to which students have applied. Students are responsible for knowing the rules and following them!

BEFORE YOU SUBMIT YOUR APPLICATIONS

Students should consult with their advisor to confirm the appropriateness of the sites to which they intend to apply and the number of applications they intend to submit. Generally speaking, students should plan to apply to 8-12 sites, to maximize the chances of being invited for interviews and selected as an intern. Students are advised to check the requirements of the state and the setting in which they 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 students to complete their dissertation by the Spring term prior to beginning their internship. There is an annual meeting led by the faculty that is designed to help student to prepare for the application and interview process; students should plan to attend.

It is the expectation of the faculty that students will complete their internship training at sites that are accredited by the American Psychological Association (APA). There are currently a total of 6 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; 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. 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.

As completion of a non-accredited internship may affect students' ability to be licensed as a psychologist, application to a non-accredited internship must be approved by submitting a proposal verifying how 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) to the program faculty (via the DCT) prior to application to that site. An updated proposal with additional information will be required prior to accepting a non-accredited internship, as CPSY's APA-accredited program status is dependent on our diligence in ensure students only complete internships that meet APA's standards. 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.

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 mid-year and a final evaluation at the completion of the internship. All evaluations must be sent to the DCT. The DCT and students' advisor will review the evaluations. Final evaluations and verification by the internship site determine whether students have passed internship. Internship training is considered complete only after all site requirements have been met, hours have been completed, and students have been determined to pass the Internship. The Graduate School requires documentation from students' internship site (via the CPSY Program Director) that students have completed and passed their internship. When the Program Director has received documentation of successful completion and notified the Graduate School, the Program Director will change **CPSY 704: Internship Doctoral** grade(s) for all terms enrolled from "I" to "P." Only after notification of passing internship and receipt of final dissertation will the Graduate School change grades for **CPSY 603: Dissertation** credits from "I" to "P."

ETHICAL/LEGAL VIOLATIONS

The CPSY program 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 that defines the scope of work. Careful documentation of students' training experiences as they occur is essential. Student's internship site should have specialized forms for documenting their clinical hours. If not, students are expected to develop their own weekly log or use those from CPSY practica. All logs should indicate the number of "clock hours" of client contact, supervision, and other activities, and logs must always be signed by students' primary clinical supervisor. Any student having a concern about the internship training they are receiving or their progress on internship should consult with the appropriate personnel at their internship site and with the DCT.

DEFINITIONS USED FOR DOCUMENTATION OF CLINICAL EXPERIENCE

Clock Hours: These hours are those that students are physically present at the training site and performing duties related to providing psychological services. If students punched a time clock when they entered and left the training site, these would be their "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, every client contact hour also counts as a clock hour.**

*Client Contact Hours***:** Those hours in which a student delivers psychological services directly to a client (or supervision services directly to a supervisee). Students are responsible for consulting the APPIC website for updates to definitions.

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

Group Supervision Hours: These hours include meeting time of students' practicum class and any other time when more than one supervisee meets with a single supervisor. In the special case when a student's supervisor meets for 1 hour each week with the student and another supervisee simultaneously, students have a choice of counting this activity as 1 full hour of group supervision or one half-hour of individual supervision.

Course Credit Hours: These hours are not awarded for clinical training experiences in which students have no formal class meetings with other students (the exception being CPSY 609: Practicum Externship). If students' externship experience involves didactic contact with other students, or if students are under the direct supervision of a program faculty member, students may earn course credit for those hours (as is the case for students completing Adult Practicum through the HEDCO clinic). One credit is equivalent to 4 clock hours per week across the 10 weeks of the term (i.e., 1 credit = 40 total hours).

Assessment Hours: These hours include those completed during **practicum or externship** (i.e., clinical or research) experience providing neuropsychological or psychodiagnostic assessments with an actual client/patient. Students 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 as Support Activities. Students should **not** include practice administrations (i.e., during assessment courses). Students may list practice administrations in their curriculum vita. Students should 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*: These 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 categories: neuropsychological tests, cognitive tests, intellectual test, 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 (e.g. if the issue is with your advisor) as you prepare to do this. If this does not resolve your concern, then:

- Talk with the individual's advisor or direct supervisor about your experiences and concerns. For example:

  o If you have a concern about a peer, and you believe that your direct conversation did not end in a satisfactory manner, talk with his/her direct clinical supervisor, advisor, or the Program Director to seek consultation on what to do.

- o If you have a concern about a faculty member and you believe that your direct conversation about the concern with that faculty member did not end in a satisfactory manner, you should consult with your advisor or your program's Program Director about your concerns.
  - o If you have a concern with your Program Director that you have already tried to address directly with the Program Director and believe it did not end in a satisfactory manner, you would consult with your advisor, and/or the Department Head of Counseling Psychology and Human Services.
  - o If you have a concern with the Department Head that you have already tried to address directly with the Department Head and believe it did not end in a satisfactory manner, talk with another faculty member, your advisor, and/or with the Associate Dean for Academic Affairs in the College of Education to ask for advice on the best way to resolve a concern you have.

- If all of the above are not successful, you have the option of requesting advice from an Ombuds-person, which can be an informal, non-recorded request for advice. Similarly you may decide to request an informal mediation through an available campus mediation program, that is **different than a formal mediation**, below. Consult with the Graduate School and, if GE related, through the GTFF Union to assist in resolving a concern in this way.

- Use the process established within the academic unit within which the complaint arose.

- Always refrain from gossip or other unprofessional conversations about your concerns.

In Counseling Psychology, students are entering a professional preparation training program focused specifically on developing helping relationships, interpersonal problem-solving skills, an expectation of encountering relationship "rupture" in our helping and professional relationships, and learning skills to support relationship "repair" in a culturally diverse world. Students are entering a program that aspires to focus on multicultural competence and sensitivity, with the primary understanding that engaging in multiculturally competent practice is not just about pointing out the biases of others and power dynamics that exist but by stepping into them and recognizing our own biases and power when problems occur. Sometimes our professional strategies work, and sometimes they do not. "Othering" in the counseling sense, is not just about the behavior of majority culture members categorizing and diminishing people with minoritized identities, but is about the categorizing that ALL of us do when we focus on the other in any way that judges, separates, and superficially characterizes who and why they are. In counseling, to stop "othering" is to focus on our own power, biases, values, and when these serve to diminish or reject instead of build healthy, empathetic, and effective professional relationships. Most issues can be resolved, even if not to perfection, by utilizing the training that is the focus of the Counseling Psychology program, by dealing with issues directly, and by engaging even when confronting someone in a "more powerful" position.

Student Grievance

On occasion, we recognize that students may feel the need for further action or more formal action. Students are encouraged to seek a third party to act as a formal 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. The Student Advocacy and Leadership Association (SALA) 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 APC, 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.

All evaluations are managed throughout the TK20 Portfolio system and students should ALWAYS keep their own copy of evaluations and all other documentation.

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 listserve. Please complete it asap and as directed.

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

MULTIPLE ROLE RELATIONSHIPS

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

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

If you have any questions regarding the propriety of a relationship in which you are involved, or may become involved, you should immediately consult with your advisor, supervisor, or the 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/REMEDIATION & TERMINATION GUIDELINES

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

When this process results in a decision to terminate a student from the program, the Department Head will forward a letter to that effect through the APC to the Director of Academic Supports and APC 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.

UNIVERSITY OF OREGON
COUNSELING PSYCHOLOGY PROGRAM

2020-2021 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

APPENDIX C NOW ON WEBPAGE FOR COE

APPENDIX D

COLLEGE OF EDUCATION ADVISING POLICY

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

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

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

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

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

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

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

Principle 5: The advisor and advisee should meet regularly to ensure that the student's progress is monitored and directed toward completion.
The advisor and student should meet at regular and benchmark points throughout the program of study and each meeting should be structured to address critical decisions; e.g., upcoming deadlines, classes to be taken, application procedures, research considerations, graduation requirements, etc. As needed, changes in a plan of study should be documented immediately after the meeting and filed with the academic program's administrative staff.

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

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

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

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

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

APPENDIX E

STUDENT FILE AUDIT FORM

Name _____ **Cohort** _____ **Advisor** _____

YEAR 1

	Complete (√)
Background Check	□
Mid-Year Evaluation	□
Ethics Competency: Oral Ethics Exam Evaluation form	□
CPSY Doctoral Degree Program Plan	□
Annual Evaluation	□
Completion of all OHA requirements (see Appendix N)	□

YEAR 2

	Complete (√)
Student Liability Insurance (proof)	□
Term & Year Summaries of Practicum and Extern Hours	□
Theoretical Orientation Competency I paper & rating form	□
Clinical Competency I: Adults: Written Adult Practicum	□
Clinical Case Presentation & Evaluation Form	□
SAP/Master's Thesis Idea approval form signed	□
Annual Evaluation	□

*Completed when student takes Psych Ax class

YEAR 3

	Complete (√)
Student Liability Insurance (proof)	□
Child/family Term Summary of Practicum Hours (term & year) (F,W, & S)	□
Child/family prac mid-year & final evaluation	□
Clinical Competency II: Child & Family Written Child & Family Practicum Clinical Case Presentation & Eval form	□
Clinical Competency III: Assessment-Written Integrative Assessment Report Evaluation Form*	□
Diversity Multicultural Competency I rating form & paper	□
Psychological Aspects of Behavior Competency Integrative Paper	□
Master's program plan**	□
Annual Evaluation	□
Externship contract for each site	□
Externship hours log & supervisor eval for each term	□

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

YEAR 4

	Complete (√)
Scientific Aspects of Beh Competency rating form & paper	□
SAP Competency rating form	□
Advance to Candidacy paperwork*	□
Annual Evaluation	□
Dissertation Committee Form	□
Dissertation Proposal defense signature page	□
Proposal Memorandum of Understanding (MOU)	□
Prac proof of liability insurance	□
Externship contract for each site	□
Externship hours log & supervisor evaluation for each term	□

*Completed after passing summer competencies

BEFORE LEAVING CAMPUS FOR INTERNSHIP

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

APPENDIX F

COMPETENCY EVALUATION FORMS

Ethics Competency: Oral Ethics Exam
Evaluation Form

Student: _____   Score or Averaged Score (1-5): _____

Evaluator/s: _____   Date: _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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.

Comments:_____

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_____

Multicultural Orientation Competency I Paper
Evaluation Form

Student: _____   **Score or Averaged Score (1-5):** _____

Evaluator/s: _____   **Date:** _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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.

Comments:

_____

_____

Psychological Aspects of Behavior Competency Integrative Paper
Evaluation Form

Student: _____   **Score or Averaged Score (1-5):** _____

Evaluator/s: _____   **Date:** _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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.

Comments:_____

_____

_____

_____

_____

<div align="center">

Theoretical Orientation Competency I Paper
Evaluation Form

</div>

Student: _____   **Score or Averaged Score (1-5):** _____

Evaluator/s: _____   **Date:** _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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.

Comments:_____

_____

_____

_____

_____

Clinical Competency I: Adults
Written Adult Practicum Clinical Case Presentation
Evaluation Form

Student: _____   Score or Averaged Score (1-5): _____

Evaluator/s: _____   Date: _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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.

Comments:_____

_____

_____

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_____

Clinical Competency II: Child & Family
Written Child & Family Practicum Clinical Case Presentation
Evaluation Form

Student: _____   **Score or Averaged Score (1-5):** _____
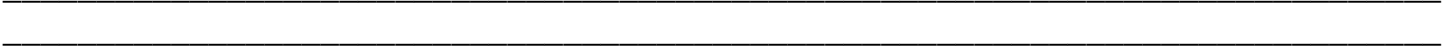
Evaluator/s: _____   **Date:** _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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.

Comments:_____

_____

 _____

_____

_____

Clinical Competency III: Assessment
Written Integrative Assessment Report
Evaluation Form

Student: _____   Score or Averaged Score (1-5): _____

Evaluator/s: _____   Date: _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

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 assessment instruments and their clinical applications 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.

Comments:_____

_____

_____

_____

_____

_____

Research Competency: Specialty Area Project (SAP)
Evaluation Form
This Form must be accompanied by the: **SAP Research Evaluation Matrix and Checklist**

Student: _____   **Averaged Score (1-5):** _____

Second Reader: _____   **Date:** _____

Advisor Signature: _____   **Date:** _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

Score: Definition of Score:

5   This SAP 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 with appropriate citations. The content is expressed with superior precision and literacy. Threats to validity corresponding to the research methodology and questions of the paper are thoroughly presented (within the paper or in a appendix or addendum as needed and suggested by your advisor)

4   This SAP 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. Threats to validity corresponding to the research methodology and questions of the paper are adequately presented.

3   This SAP 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, including presentation and clarification of validity threats, but more would be needed to gain higher levels of expertise in the area.

2   This SAP 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 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.

Additional Comments: (Also, refer to **SAP Research Eval Matrix** and to comments throughout the SAP document).

_____

_____

SAP Research Evaluation Matrix and Checklist

Faculty Evaluator: Rate the extent to which each required element was addressed in the SAP.

This Form must accompany the: **Research Competency: Specialty Area Project (SAP) Evaluation Form**

Fully	Partially	Not at all	N/A	**INTRODUCTION / RATIONALE**
				Begins with at least one paragraph defining and establishing the importance/relevance of the topic under study.
				Subsequent paragraphs synthesize extant research and relevant theory to comprehensively yet concisely and logically articulate a set of arguments for the research question(s) and related hypotheses. This requires that an argument is presented for *each* independent variable and dependent variable *as assessed via the method*.
				If mediation or moderation are proposed, arguments are presented for all hypothesized associations and appropriate language is used (i.e., mediation = how / why, moderation = for whom / under what conditions).
				Describes gaps in the literature and how this study will address those gaps, including limitations in prior methodology.
				Concludes with a statement of the purpose of the study, including the research question(s) and related hypotheses.
				Supporting citations from *primary* sources (i.e., original research/theory) are provided for all assertions and claims. Use of *secondary* sources should be restricted to only those occasions when the primary source is not available (e.g., the book is out of print and cannot be requested via interlibrary loan) and cited appropriately as a secondary source.
				A brief discussion of covariates and an empirical and/or statistical rationale for their selection is included.
				Only essential and directly relevant information is present.
				Tables and figures are used, if/as needed, to effectively communicate relevant theory and are not redundant with text. If used, tables and figures are referred to in the text and include appropriate keys/legends.
				Introduction is in APA format.

Notes/Feedback:

Fully	Partially	Not at all	N/A	**METHOD**
				Sample is described (including size, relevant demographics, and inclusion/exclusion criteria).
				Tables and figures are used, as needed, to effectively describe the sample and/or communicate information about the method. If used, tables and figures are referred to in the text, but do not present information that is entirely redundant with the text, and include appropriate keys/legends.
				Recruitment and consent procedures are described, if relevant. If secondary data are utilized, the origin of the data is described.
				Mode (e.g., online, in person, survey, interview) and timing of all relevant procedures and assessments are described.
				<u>If the study involved randomization of participants to condition</u>, the different conditions and when and how randomization to condition was completed are described.
				Measures for all variables included in the planned analyses are described, including (when applicable): ☐ The name of the measure and the appropriate citation. ☐ The number of items comprising the total scale and/or subscale(s) that will be used. ☐ A statement of what construct(s) the measure purports to assess and how this(these) relate to your hypotheses. ☐ The scale used to quantify construct(s) and applicable anchors (e.g., Likert-type scale ranging from 0 (*Never*) to 5 (*Always*)). ☐ A statement of how scales were scored (e.g., the mean of all items; items were summed) and how to interpret scores. ☐ At least one sample item for each construct that is included in the analyses is provided. ☐ For multi-item scales, subscales, or indices, the appropriate psychometric properties for the total scale and/or subscale(s) that will be used in analyses are reported from a study that recruited a sample comparable to your own. *At minimum*, this should include the internal consistency reliability coefficient for the current sample as well as extant information on construct validity (and factor structure and/or cut scores, when appropriate).
				Planned analyses are described, clearly identifying which constructs (NOT measure names) are serving as independent, covariate/control, and dependent (and moderator/mediation, if appropriate) variables in each analysis.

				A rationale for why each planned analytic strategy is appropriate for testing a specific study hypothesis is provided (including references).
				Statistical software used is described, including version number, and a citation provided.
				A statement that (1) your study does not meet the definition of "*human subjects research*" OR (2) that all procedures involving human subjects have been approved by the institution's review board.
				Method is in APA format.

Notes/Feedback:

Fully	Partially	Not at all	N/A	**RESULTS**
				Additional descriptive statistics necessary to characterize the sample are included (e.g., the proportion of participants at different levels of your independent variable).
				Any excluded cases are described as well as why they were excluded.
				Amount and pattern of missing data are described.
				Strategy for dealing with missing data (with references) is described.
				Assumption testing and strategies for dealing with variables that fail to comply with assumptions are described.
				Results are clearly organized by hypothesis.
				Findings are stated in words and described clearly; however, discussion of results is absent from this section.
				Appropriate statistics are reported for each analysis. *(These may appear in a table.)*
				Effect sizes are defined and included. *(These may appear in a table.)*
				Tables and figures are used, as needed, to effectively communicate necessary statistics and are not entirely redundant with text. If used, tables and figures are referred to in the text and include appropriate keys/legends.
				Results are in APA format.

Notes/Feedback:

Fully	Partially	Not at all	N/A	**DISCUSSION**
				Begins with a summary of importance of topic and summary of findings.
				Findings are compared and contrasted with prior work and explanations for discrepancies between current findings and prior findings (and, if applicable, current study hypotheses) are presented.
				Limitations of the study are discussed, including: ☐ Relevant threats to **statistical conclusion validity** (e.g., restriction of range, power considerations, missing data, confounding variables, fidelity concerns). ☐ Relevant threats to **internal validity** (e.g., history, maturation, study design, methods used, regression to the mean, attrition). ☐ Relevant threats to **construct validity** (e.g., mono-method bias, participant bias, experimenter expectancies, novelty effects). ☐ Relevant threats to **external validity** (e.g., sample, recruitment and measurement strategies, settings).
				Strengths of the study are discussed.
				Implications of study findings are discussed and consider the nature of study design and effect sizes of findings.
				Suggestions for future research based on the findings and its limitations are presented.
				Citations are provided for *all* interpretations, ideas, etc. that are not your own.
				Discussion is in APA format.

Notes/Feedback:

Fully	Partially	Not at all	N/A	**OTHER ELEMENTS**
				Properly formatted APA title page is included.
				An abstract (not exceeding 250 words) and keywords are included.
				Reference list largely comprises recent materials on the topic matter (e.g., most cited research studies were published within the last two decades).
				Individual references and the reference section as a whole are in APA format.
				Manuscript is free from grammatical and typographical errors.

Notes/Feedback:

Inter-Professional Collaboration and Consultation Competency

Evaluation Form

Coursework, Practica, and/or extracurricular activity being Evaluated: _____

Student: _____   **Score or Averaged Score (1-5):** _____

Evaluator/s: _____   **Date:** _____

Scoring Options:

5 = Highly Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)
4 = Exceeds Expectations (strong in all component areas)
3 = Meets Expectations (sufficient attention and quality in all components required to **pass this element)**
2 = Below Expectations (revisions required in order to meet expectations and pass - as specified below)
1 = Significantly Below Expectations (not ready for submission, lacks qualities specified below, significant work required)

Score: Definition of Score:

5   This portfolio competency element goes beyond the expected level for a typical doctoral student at this stage of training. The collaboration or consultation project demonstrates a thorough, accurate, and comprehensive understanding of agency relationships, power dynamics, interpersonal dynamics, systems-based and macro-level influences on the project or activity being evaluated. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Work is well-cited where required and is evidence-based. The content is expressed with superior precision and literacy.

4   This portfolio competency element addresses the relevant elements and demonstrates a solid understanding of consultation and professional collaboration work with a particular group, agency, or team. The work 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 consultation or collaboration activity. 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.

Comments:_____

_____

APPENDIX G1
CPSY ADVANCEMENT TO CANDIDACY FORM
Please fill out the information below. Return the completed form to the Academic Coordinator.

Student Name: _____ ID#: _____
Email: _____ Advisor: _____
Current Mailing Address: _____
City: _____ State: _____ Zip: _____

ADVANCEMENT REQUIREMENTS

Oral Ethics Examination

Instructor: _____

Committee Members: _____

Exam Date: _____ Date Approved: _____

Make sure the Academic Coordinator has a copy of your Oral Ethics Exam Outcome on file.

Written Comprehensive Examination

Committee Members: _____

Exam Date: _____ Date Approved: _____

Make sure the Academic Coordinator has a copy of your Written Comp Exam Feedback on file.

Specialty Area Paper

Title: _____

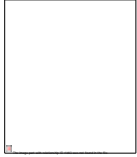Date Submitted: _____ Date Approved: _____

Make sure the Academic Coordinator has a copy of your Specialty Area paper on file.

Advisor signature: _____ Date: _____

During the Graduate School's on-line Advancement process you will be asked about your undergraduate and graduate studies other than CPSY.

_____ _____ _____
Undergraduate University   Degree   Major

_____ _____ _____

Graduate University

APPENDIX G2

College of Education ❶ University of Oregon

DISSERTATION COMMITTEE APPOINTMENT RECOMMENDATION TO THE GRADUATE SCHOOL

The dissertation committee for candidate for the Doctor of Philosophy degree in the area of Counseling Psychology is as follows:

Chairperson   _Department_

Program Member   _Department_

Member   _Department_

Outside Member   _Department_

Fifth Member (if applicable)

_____   _____

Advisor Signature   Date

_____   _____

Department Head Signature   Date

APPENDIX H

REGISTRATION POLICY DURING INTERNSHIP

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

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

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

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

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

EXAMPLES:

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

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

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

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

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

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

<div style="border:1px solid">

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).*

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

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

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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 *no*, please comment:			

Competency and Dissertation Elements			
	Date		Score
Ethics Oral Exam passed?	Not yet; anticipated date:	Yes, date:	
Research Competency: Specialty Area Paper (SAP) approved?	Not yet; anticipated date:	Yes, date:	
Theoretical Orientation I Paper passed?	Not yet; anticipated date:	Yes, date:	
Clinical Competency I: Adult: Oral & Written Case Presentation passed?	Not yet; anticipated date:	Yes, date:	
Clinical Competency II: Child & Family: Oral & Written Case Presentation passed?	Not yet; anticipated date:	Yes, date:	
Clinical Competency III: Assessment: Written Integrative Assessment Report passed?	Not yet; anticipated date:	Yes, date:	
Multicultural Orientation I Paper passed?	Not yet; anticipated date:	Yes, date:	
Psychological Aspects of Behavior Integrative Paper passed?	Not yet; anticipated date:	Yes, date:	
Multicultural Integration II Paper completed and approved?	Not yet; anticipated date:	Yes, date:	
Theoretical Orientation II Paper completed and approved?	Not yet; anticipated date:	Yes, date:	
Inter-professional Collaboration and Consultation Competency: Courses and Practica completed?	Not yet: anticipated date:	Yes, date:	
Dissertation Proposal defended?	Not yet; anticipated date:	Yes, date:	NA

Research Collaboration Competency: Dissertation MOU Submitted to Committee			
Dissertation defended?	Not yet; anticipated date:	Yes, date:	NA

Contribution to Scientific Knowledge
List in APA format, manuscripts (journal articles or book chapters) **published** (note those *in press* or *online* first) from **5/1/2016 to 4/31/2017:**
List in APA format, manuscripts (journal articles or book chapters) **submitted**, but not yet published to date**,** from **5/1/2016 to 4/31/2017:**
List in APA format, papers, posters, workshop **presented or co-presented** at local, regional, national, or international conferences delivered from **5/1/2016 to 4/31/2017:**

Practicum, Externship, and Internship (Name of Site, Terms at Site this Year)			
Practicum/Externship	Fall	Winter	Spring
Site #1:			
Site #2:			
Site #3:			

Going on internship this fall?	Yes:	No, anticipated date:
Name of site:		
Accreditation status of site:	APA/CPA	APPIC member (but non-APA/CPA)

1. Research	Yes/Score	No	Not Yet	NA
• Intro to Counseling Psychology course passed				
• SAP Research Paper topic approved				
• SAP Research Paper completed				
• Dissertation Proposal Defended				
• Dissertation MOU Completed- Sent to Committee				
• Dissertation Defended				
• Presented 1 conference paper				
Program faculty global evaluation of student performance in **Research** competency area				

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

3. Individual and cultural diversity	Yes/Score	No	Not Yet	NA
• Counseling Diverse Populations course passed				
• Multicultural Orientation I Paper passed?				
• Multicultural Integration II Paper completed and approved?				
• **Fall** Practicum/ Externship evaluation meets competency – Individual & Cultural Diversity				

4. **Professional values, attitudes, and behavior**	Yes/Score	No	Not Yet	NA
• **Fall** All Practicum/ Externship evaluations meets competency – Professionalism & Reflective Practice				
• **Winter** Practicum/ Externship evaluation meets competency – Professionalism & Reflective Practice				
• **Spring** Practicum/ Externship evaluation meets competency Professionalism & Reflective Practice				
Program faculty global evaluation of student competency in **Professional values, attitudes, & behavior**:				
• **Winter** Practicum/ Externship evaluation meets competency – Individual and Cultural Diversity				
• **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**	Yes/Score	No	Not Yet	NA
• **Fall** Practicum/ Externship evaluation meets competency – Reflective Practice & Other Areas of Competency				
• **Winter** Practicum/ Externship evaluation meets competency – Reflective Practice & Other Areas of Competency				
• **Spring** Practicum/ Externship evaluation meets competency – Reflective Practice & Other Areas of Competency				
Program faculty global evaluation of student competency in **Communication and Interpersonal Skills**:				

6. **Assessment**	Yes/Score	No	Not Yet	NA
• Intellectual Assessment course passed				
• Psychological Assessment course passed				
• Clinical Competency III: Assessment Integrative Report successfully passed				
• **Fall** Practicum/ Externship evaluation meets competency – Assessment				
• **Winter** Practicum/ Externship evaluation meets competency – Assessment				

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	Yes/Score	No	Not Yet	NA
• **Spring** Practicum/ Externship evaluation meets competency – Assessment				
Program faculty global evaluation of student performance in the **Assessment** competency area:				

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

8. Supervision	Yes/Score	No	Not Yet	NA
• Supervision & Consultation course passed				

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

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

Discipline Specific Knowledge – **Completed thus far in the program** Note: Indicate with **X** = Course passed with grade of B- or better; **Comprehensive question passed** = Total score of 3 or higher (if remediation was required prior to passing, please indicate with RX instead of X)			
	Yes	No	Not Yet
1. History and systems of psychology			
• Intro to Counseling Psychology course passed			
2. Basic content areas (i.e., Psychological Foundations)			
• Social Aspects of Behavior course passed			
• Developmental Psychology across the Lifespan course passed			
• Biological aspects of Behavior course passed			
• Cognitive & Affective Bases of Behavior course passed			
3. Advanced integrative knowledge of basic discipline specific content areas			
• Psychological Aspects of Behavior Integrative Paper passed			
4. Research methods			
• Social Sciences Research Design course passed			

• Specialty Area Research Project completed			
• Dissertation Proposal Defended			
• Dissertation Defended			
5. Quantitative methods			
• Ed Stats, Applied Stats & Design, courses passed			
• Multiple Regression course passed			
• Multivariate Statistics 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 Policy[3]

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

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

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

HEDCO RESOURCES

The Counseling Psychology program shares HEDCO building Suite 240 with the Couples & Family Therapy (CFT), Communication Disorders & Sciences, and Prevention Science 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 APC an email stating which door you tried to enter and your Prox card number (last five digits on the back side of the card).

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

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

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

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

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

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

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

APPENDIX M

SPANISH LANGUAGE PSYCHOLOGICAL SERVICE & RESEARCH (SLPSR) SPECIALIZATION

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	Fall, annually	3
CPSY 615: Counseling Diverse Populations	Annual, winter term	3
CPSY 609: Practicum Bilingual Supervision (1 credit for 3 terms)	Annual, fall winter and spring terms	3
CPSY 608: Workshop: Topics in Latinx Mental Health	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 608: Topics in Latina/o Mental Health are open to students outside of the specialization.

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

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

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

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

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

The OPI refers to the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)(see 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 be available only to students within the programs listed above.* Admissions to the specialization

will occur on a rolling basis. Required coursework already completed will count retroactively toward the specialization once a person has been admitted to the specialization.

Prospective students should complete the Application Cover Sheet and submit all materials to the 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

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or certified by either the Oregon Health Authority's Addictions and Mental Health Division, or the Public Health Department, to provide services for individuals with developmental disabilities

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

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

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

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

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

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

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

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

Oregon Administrative Requirements for Health Profession Students
Quick Reference Guide

Facilities:

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

- Ambulatory care settings (e.g., clinics, private practices, FQHCs, and primary care homes)
- Ambulatory surgical centers
- Hospice settings
- Hospital and emergency departments

- Long term care facilities
- Residential care facilities
- Skilled nursing facilities

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

- chiropractic, acupuncture, and massage therapy clinics
- federal facilities, including Department of Veterans' Affairs, Indian Health Service facilities, and federal prisons
- health management or administrative departments;

- public elementary and secondary schools (grades K-12);
- radiosurgery clinical placements
- state prisons and correctional facilities

Students:

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

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

nurses, advanced practice nurses, nurse practitioners, nursing assistants, medication aides and any other licensed assistive nursing personnel

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

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

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

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

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

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

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

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

409-030-0220
State and Nationwide Criminal Background Checks

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

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

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

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

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

What does it all mean?

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

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

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

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

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

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

- 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 APC with all documentation):

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

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

Name: _____

Date completed   **Date documentation provided to Program**

❖ _____   _____ Proof of immunizations

❖ _____   _____ Proof of TB testing

❖ _____   _____ Proof of 10 Panel Drug Screening

❖ _____   _____ Background Check (state and nationwide criminal background check; see complete list of background check requirements in Appendix N of 15-16 Handbook)

❖ _____   _____ Professional and general liability coverage

Training/passed test in

❖ _____   _____ Blood borne pathogens

❖ _____   _____ CPR/Basic Life Support

❖ _____   _____ OSHA safety trainings

  o _____   _____ Fire and electrical safety;

  o _____   _____ Personal protective equipment;

  o _____   _____ Hazard communications; and

  o _____   _____ Infection prevention practices.

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

_____ Student Signature and date

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

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.

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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 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.