UNIVERSITY OF OREGON  
College of Education  

COUNSELING PSYCHOLOGY PROGRAM  

2005-2010 DOCTORAL STUDENT HANDBOOK ADDENDUM  

ADVISING POLICIES AND EXPECTATIONS  

The CPSY program respects and adheres to the College of Education (COE) Advising Policy (Appendix D). Each student is assigned a counseling psychology faculty adviser upon acceptance to the program. 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 complete 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  

Minimum adviser responsibilities include  

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

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

ADVISING OPPORTUNITIES  

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

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

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

(c) Town Hall Meetings: Faculty and students will meet for town hall meetings throughout the year. These meetings are scheduled on an as needed basis. The purpose of the Town Hall meetings is for faculty to provide program information relevant to all students, for students to provide feedback to faculty, and for students and faculty to dialogue about various training topics.
COMPETENCY-BASED PORTFOLIO

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

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

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

DESCRIPTION
The competency-based portfolio includes several different written and oral tasks that are based on competencies expected throughout your training in our program. A competency is defined as “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. The competency portfolio has a number of requirements that need to be met and passed prior to advancing to candidacy or applying to internship. These requirements are outlined below. In addition, the teaching competency requirements must be met before actually leaving for internship.

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

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

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

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

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

*Note. The Oral Ethics Competency Exam scoring rating sheet is forthcoming as an addendum.*

2. **SPECIALTY AREA PROJECT / MASTER’S PROJECT COMPETENCY**

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

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

*Procedures*
You will complete the SAP or Master’s project in close consultation with your advisor, who will approve the topic area and methodology as well as monitor the progress of this project. Most students will be asked to consult with the writing lab at the University of Oregon and/or with a professional editor (that charges hourly) to assist you with your professional writing. Expect to produce multiple drafts of the SAP or Master’s project and allow time for advisor evaluation and feedback on each draft. Unless you have specific advance approval from your advisor, you must be the first author of this paper. Any exceptions to this first-author rule should be addressed and approved by the advisor before you commence writing. The SAP is a major component of the competency portfolio and must be completed prior to advancement to candidacy. *Students should allow at least a full year to complete the specialty area project.*

*SPECIALTY AREA PROJECT COMPETENCY OPTIONS*

The following 2 options may count as either a Master’s project or Specialty Area Project:

1. You may write an empirical research paper to fulfill this requirement. Selection of research methods and analyses should be done in consultation with your advisor. This paper is expected to be of publishable quality, as evaluated by your advisor, and may be supervised by your advisor or another faculty member. The paper may be a pilot study for your dissertation or a separate research project altogether.

2. Students may write a grant proposal to a federally funded granting agency. This proposal must include a literature review, methods, and data analyses section. The complete grant proposal and supplemental materials (e.g., measures proposed to be used, treatment packages, etc.) must be submitted to your advisor for the faculty to evaluate this work as meeting this specialty area competency.
The following options may count as the Specialty Area Project but not as a Master’s project:
1. At the discretion of your advisor and if you have engaged in prior empirical research projects, you may prepare a publishable literature review that is a ready-to-submit manuscript. This should be submitted with a copy of the author guidelines for the target journal.
2. A publishable article that you started at another University (such as a master’s project or thesis), but finished here at the UO in collaboration with your advisor in our program (your University of Oregon advisor is a co-author on the publication).

The following options DO NOT count for the Specialty Area or Master’s project:
1. A master’s project from another University or other program at the UO that you have worked on WITHOUT consultation or collaboration with your UO advisor.
2. An independent research project, book, or paper that you wrote prior to entering the UO doctoral program.
3. A literature review from a class that has not been updated and formatted for publication both in writing style and content.

3A. DIVERSITY/MULTICULTURAL I
For this competency, you will write a 15 page paper (with relevant citations) in APA format that uses the ADDRESSING framework to describe your multicultural identity. You will provide critical self-reflection about your development of multicultural competencies over the past several years and your current assessment of your multicultural competencies, including your strengths and your areas for growth. You will include illustrative examples from your clinical and research experience that support your self-assessment. Integrate relevant models and theories throughout your response. Lastly, you will describe your plan for continued growth in multicultural competency over the next 5 years. Faculty will provide question details 12 weeks prior to the due date of this competency. This paper will be rated by a committee of 2 faculty on the scoring guidelines provided. Faculty have 15 work days to score your paper. A score of 3 or more represents a “pass” of this competency. Students will receive feedback and will have one opportunity to re-submit this paper for faculty review if you do not score a 3 or higher. Please see evaluation form in Appendix F. This portfolio element must be passed prior to advancement to candidacy.

3B. DIVERSITY/MULTICULTURAL II
For this competency, you will submit to your advisor your APPIC essay that describes your multicultural development, competencies, and practice. Submit your essay by October 15 the year that you are applying for pre-doctoral internship.

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

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

4B. THEORETICAL ORIENTATION II
For this competency, you will submit to your advisor your APPIC essay that describes your theoretical orientation. Submit your essay by October 15 the year that you are applying for pre-doctoral internship.
5A. CLINICAL COMPETENCY I - INDIVIDUAL ADULT INTERVENTION
This competency is completed in the context of your adult practicum class and based on a class assignment. You will turn in and receive feedback on the class assignment before submitting it as your portfolio element. Details for the class assignment and the evaluation form for the assignment will be provided in the winter and spring course syllabi. See the Handbook Appendix F for a copy of the rating sheet that will be used to score the final written paper that you submit as your Clinical Competency I portfolio element.

You will complete a formal oral and written case presentation of your clinical work with an adult client. Passing this written portfolio element will be reflected by scores of 3 or above on the written presentation. Students will have one opportunity to re-submit this portfolio element if you do not score a 3 or higher. The revised portfolio element is due to the practicum instructor by Friday, finals week, 5PM of winter or spring term (as determined by the instructor). Note that this competency is completed as part of the adult practicum and is not linked to the timing of the SAP. This portfolio element must be passed prior to advancement to candidacy.

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

You will complete a formal oral and written case presentation of your clinical work with a child/family client. Passing this written portfolio element will be reflected by scores of 3 or above on the written presentation. Students will have one opportunity to re-submit this portfolio element if you do not score a 3 or higher. The revised portfolio element is due to the practicum instructor by Friday, finals week, 5PM of winter or spring term (as determined by the instructor). Note that this competency is completed as part of the child/family practicum and is not linked to the timing of the SAP. This portfolio element does not have to be passed to advance to candidacy.

5C. CLINICAL COMPETENCY III - ASSESSMENT
This competency is completed in the context of your psychological assessment class and based on a class assignment. You will turn in and receive feedback on the class assignment before submitting it as your portfolio element. Details for the class assignment and the evaluation form for the assignment will be provided in the spring course syllabus. See the Handbook Appendix F for a copy of the rating sheet that will be used to score the final written paper that you submit as your Clinical Competency III portfolio element.

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

*Note. The Clinical Competency III rating sheet is forthcoming as an addendum.

6. SCIENTIFIC ASPECTS OF BEHAVIOR
For this competency, you will write a 20-25 page (maximum) paper (with relevant citations) in APA format that integrates the aspects of behavior, including biological, social, individual difference, and cognitive/affective. Faculty will provide one question 12 weeks prior to the due date of this competency. The question will be integrative and broad. This paper will be rated by a committee of 2 faculty on the scoring guidelines provided. Evaluation criteria and a copy of the rating sheet that will be used to score this competency are provided in appendix F. A score of 3 or more represents a “pass” of this competency. Faculty have 15 work days to score your paper. Students will receive feedback and will have one opportunity to re-submit this paper for faculty review. You will receive feedback for a score below 3 related to improvements required for passing this competency. This portfolio element must be passed prior to advancement to candidacy.
7. Research Design/Statistics

For this competency, you will write a 20-25 page (maximum) paper (with relevant citations) in APA format that addresses a question prepared by the faculty. Faculty will provide one question 12 weeks prior to the due date of this competency. The question will require students to take a research topic area and design and briefly describe 5 research studies corresponding to the following categories: experimental, quasi experimental, correlational/causal comparative, longitudinal, and mixed methods. For each research design describe the research questions, variables, statistical analyses, and threats to validity. This paper will be rated by a committee of 2 faculty using the scoring guidelines provided. Evaluation criteria and a copy of the rating sheet that will be used to score this competency are provided in appendix F. A score of 3 or more represents a ‘pass” of this competency. Faculty have 15 work days to score your paper. Students will receive feedback and will have one opportunity to re-submit this paper for faculty review. You will receive feedback for a score below 3 to help guide your revision and resubmission. This portfolio element must be passed prior to advancement to candidacy.

8. Teaching Competency Requirements

The teaching competency may be met by completing a variety of activities for which you receive points. You must complete 3 “points” to pass this comp. A list of acceptable activities for this comp includes, but is not limited to the following:

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

It is necessary that you be proactive in setting up these experiences. For example, a student who has the responsibility to teach a class would meet the requirement of this comp (e.g., 3 points). However, another student may choose 3 different teaching opportunities (e.g., a lecture, a workshop, and a regional oral presentation on an area of specialty). Competency must be met by having at least one (1) lecture reviewed and critiqued by a faculty member or faculty approved equivalent. If you choose to have additional lectures or presentations observed, they may be critiqued by the students/audience or by the Teaching Effectiveness Program (TEP) on campus, who will videotape your teaching and give you feedback. **You must provide written documentation describing each qualifying activity (see program website or handbook for form) and provide evidence in writing of the evaluations and critiques you received (e.g., student evaluations and/or a letter from the TEP stating that you used their service).** Presentation and public teaching skills will be part of this comp, as well as quality of content presented. The added benefit of this comp is that you will get specific feedback on your presentation skills that will serve you on internship and during your job selection process. You may enroll for your required supervised college teaching credit as you fulfill this requirement, but should discuss this with your advisor and clarify what your teaching competency agreement is prior to registering.

Procedure

Organize your teaching competency requirements with your advisor. You will create a “teaching portfolio” that contains your lecture notes, evaluations of your teaching from each experience, overheads and handouts used, and feedback received. Written materials should include a brief statement of goals, objectives, and activities (e.g., topic, audience composition, and when, where, and how instruction was provided); you will be expected to provide evidence of the evaluations you received (e.g., student evaluations, TEP letter, audience feedback/critiques).

Your advisor will sign the teaching comp form to verify each of the “3 points.” The Training Director will sign with the advisor after reviewing the teaching portfolio. Advisors will also review your teaching critiques. The teaching comp must be completed prior to leaving for internship, but does not need to be completed prior to advancing to candidacy. The only way to fail this comp is to not complete the requirements. Students who do not complete the requirements will be considered “not in good standing” and will not be considered eligible to begin the internship year. See Appendix G for the Teaching Competency Plan and Evaluation Form or access it online at the CPSY student website at [http://education.uoregon.edu/feature.htm?id=2503](http://education.uoregon.edu/feature.htm?id=2503).

In sum, the teaching competency is met by completing the following:

- A) Earn 3 teaching-activity points
- B) Have 1 lecture reviewed by faculty or approved equivalent
- C) Submit a brief descriptive statement for each teaching activity
- D) Provide written evidence of teaching activities
- E) Acquire signatures from your advisor and training director
SUMMARY OF COMPETENCY REQUIREMENTS

*PLEASE NOTE: You should communicate regularly with your advisor about which classes to take prior to completing each competency. There may be specific classes that will help you be more successful at completing the competencies.

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<thead>
<tr>
<th>Competency</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>1. Ethics Exam</strong></td>
<td>December, First Year</td>
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<td><strong>4A. Theoretical Orientation Paper I</strong></td>
<td>May 1 of Second Year</td>
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<tr>
<td><strong>2. Specialty Area Project (SAP)/ Thesis</strong></td>
<td>Second or Third Year</td>
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<tr>
<td><strong>5A. Clinical competency I - Individual Adult</strong></td>
<td>Finals week w/s, Second Year</td>
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<tr>
<td><strong>5B. Clinical competency II - Child/Family</strong></td>
<td>Finals week w/s, Third Year</td>
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<tr>
<td><strong>5C. Clinical Competency III - Assessment</strong></td>
<td>Finals week spring, Third or Fourth Year</td>
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<tr>
<td><strong>3A. Diversity/Multicultural I</strong></td>
<td>Third or Fourth Year (after SAP), 12 weeks to complete</td>
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<tr>
<td><strong>6. Scientific Bases Paper</strong></td>
<td>Third or Fourth Year (after SAP), 12 weeks to complete</td>
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<tr>
<td><strong>7. Research Design/Stats Paper</strong></td>
<td>Third or Fourth Year (after SAP), 12 weeks to complete</td>
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<td><strong>4B. Theoretical Orientation Paper II</strong></td>
<td>Oct 15 of the term you apply for internship</td>
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<tr>
<td><strong>3B. Diversity/Multicultural II</strong></td>
<td>Oct 15 of the term you apply for internship</td>
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<td><strong>8. Teaching Competency Portfolio</strong></td>
<td>Before leaving for internship</td>
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**REQUIRED FOR ADVANCEMENT**

FAILURE OF COMPETENCY BASED PORTFOLIO
A score of lower than “3” on any competency (with the exception of the teaching competency) constitutes a failure of that portion of the portfolio. Failure of any one competency after the second attempt will result in either dismissal from the program or a specific plan for remediation at the discretion of the faculty. For the scientific aspects, diversity/multicultural I, and research design questions, there will be a specific due date, which is exactly 12 weeks from the date of the question. Failure to turn in the competency to your advisor by 5 pm on the due date constitutes a failure of this competency.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you require special accommodations for any portion of the competency portfolio for a specific disability, then you must provide a written request to your advisor and the Training Director. To allow your committee sufficient time to respond, you must submit your request a minimum of 8 weeks before the comprehensive exams are scheduled to take place. (The only exception is for the oral ethics exam, first term in the program, for which accommodations must be requested a minimum of 1 month in advance). The request should specify the nature of the desired accommodations as well as documentation of your disability from Disability Services. The faculty must reach a unanimous decision regarding your request. You will be informed of the outcome of the request after the faculty meeting. Your request, along with the faculty response, will be placed in your student file as an official record.

APPEALS
You may appeal a comps grade to the full Counseling Psychology faculty. You must submit your concerns in writing and arrange to be heard at the next scheduled program faculty meeting. Should the faculty fail to support your appeal, you may make further appeals following the procedures established by the College of Education Policy 5B (http://education/feature.htm?id=407&fullformat=yes).
ADVANCEMENT TO CANDIDACY

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

COMPETENCIES & ADVANCEMENT CHRONOLOGY & CHECKLIST

<table>
<thead>
<tr>
<th>1. In fall of first year, complete the Oral Ethics Competency Exam at the end of your Professional Ethics class (CFT 621).</th>
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<tr>
<td>2. Complete the Specialty Area Project (SAP). The SAP must be completed and approved by your advisor before you can begin competency areas 3A, 6, and 7. If you entered without a master’s degree, this competency can also serve as your Master’s project.</td>
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<tr>
<td>5A. Clinical Competency I – Individual Adult Interventions: In winter or spring of second year, completed as part of your Adult Practicum class.</td>
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<tr>
<td>4A. Theoretical Orientation I: In spring of second year, completed as part of your Adult Practicum class.</td>
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<tr>
<td>3A. Diversity/Multicultural I paper: Cannot be started until after your SAP is completed. You will have 12 weeks to complete. Must be completed to Advance to Candidacy.</td>
</tr>
<tr>
<td>6. Scientific Aspects of Behavior paper: Cannot be started until after your SAP is completed. You will have 12 weeks to complete. Must be completed in order to Advance.</td>
</tr>
<tr>
<td>7. Research Design/Statistics paper: Cannot be started until after your SAP is completed. You will have 12 weeks to complete. Must be completed in order to Advance to Candidacy.</td>
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<tr>
<td>Complete the Advancement to Candidacy form on the Program’s “Forms for Current CPSY Students” webpage (under Program Milestones). Submit to the Academic Coordinator.</td>
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<tr>
<td>Your Advancement Letter from the Graduate School is sent to you, your advisor, and the Academic Coordinator via email (“Congratulations NAME on your advancement to candidacy . . .”). Forward this email to your GTF Business Manager for a GTF Level promotion.</td>
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DISSERTATION

DISSERTATION COMMITTEE APPOINTMENT
The following must be completed prior to appointing a dissertation committee: (1) Complete items 1-9 in comprehensive exam competency portfolio, and (2) Advance to candidacy (refer to appropriate section of handbook for further instructions). The Graduate School requests that your dissertation committee be appointed within one month of Advancement. It is strongly recommended that you appoint your dissertation committee the same term in which you advance to candidacy. Meet with your advisor to solidify your dissertation idea and identify potential committee members.

To create your Dissertation committee, complete the Dissertation Committee Creation form on the Current Students Forms page of the CPSY web-site. Turn the completed form in to the academic coordinator, who will then submit the information to GradWeb. Your committee must include four members: 2 CPSY members, one CPHS Department faculty member who is not a CPSY member, and a faculty member outside of the CPHS Department. If you choose to appoint two people as co-chairs, they must both be tenure-track faculty. Review the Dissertation Committee Policies on the Graduate School website http://gradschool.uoregon.edu/policies-procedures/doctrinal/committee.

DISSERTATION PROPOSAL APPROVAL
You must defend your dissertation proposal by November 1st of the year during which you apply for internship. Consult with your advisor, typically the chair of your dissertation committee, about scheduling a date and time prior to the November 1st deadline to defend your dissertation proposal. Make arrangements with the academic coordinator to reserve a room for your defense, obtain the Dissertation Proposal Approval form from the CPSY Program web-site, and have your committee sign the form, signifying that each member has approved your dissertation proposal. Turn in the completed form to the Academic Coordinator. 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.

Dissertation Proposal Defense Attendance Policy
The student should attempt to have all committee members attend the proposal defense. If there are extreme scheduling conflicts among the four committee members, the chair and any other 2 members (for a total of 3) must be in attendance at the proposal defense. The advisor must approve scheduling the defense without the fourth member. The member not attending must provide a statement stating (s)he has read the document, and provide feedback on the document. Students must consult with their advisor and the Training Director in the case of any other circumstances that prevent the required committee members to be present for the proposal defense.

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

RESEARCH COMPLIANCE
If your research includes human subjects, the human subjects review process must be successfully completed before beginning your project. This requirement applies no matter where the research is actually conducted, or who is solicited for participation. This requirement also applies to the use of existing data, both at the University of Oregon or elsewhere, such as the Child and Family Center, Oregon Social Learning Center, or Oregon Research Institute. You may not begin any part of your data collection activities or solicitation of research participants until the Office for the Protection of Human Subjects has approved your proposal. The OPHS is commonly referred to nationwide as the IRB, the Institutional Review Board. OPHS is the UO IRB and these terms are used interchangeably. Procedures for approval of human subjects research can be obtained from http://www.uoregon.edu/~humansub/ or call (541) 346-2510. In 2007, new education requirements (called CITI) were added to the research approval process and require you to complete a series of on-line education modules on the protection of human subjects in research. Allow time to complete these modules prior to submission of a research proposal. Modules are accessed on-line via the website listed above. Important note: Even if you are working with a pre-approved data set, the IRB requires that you receive approval to work with data for master’s and dissertation projects. Therefore, always submit a human subjects research request approval even if working with existing data sets.
The dissertation must be an empirical investigation that must make a contribution to the existing knowledge base in a topic area related to the field of Counseling Psychology. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of the practice of Counseling Psychology. In its completed form, the dissertation will be judged largely upon the ability of the candidate to: (1) review and make critical use of the theoretical and empirical literature; (2) formulate research questions that emerge logically from existing literature; (3) design an original investigation that generates data that answers the research question; (4) collect, accurately analyze, present and interpret the data; and (5) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic. Topic areas and research methods must be approved by the chair and must be in a topic area and use research methods within the general expertise of the chair (your advisor).

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

**FORMAT OF THE DISSERTATION DOCUMENT**

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

Students will find the submission instructions and forms on the Graduate School’s web site under Thesis and Dissertation Overview ([http://gradschool.uoregon.edu/?page=thesisDissertationResources](http://gradschool.uoregon.edu/?page=thesisDissertationResources)).

To ensure faculty approval of the final document, students will be required to obtain faculty signatures on the new “Thesis/Dissertation Approval Certification” form that will be kept on file at the Graduate School. This replaces the previous approval signature on the thesis or dissertation itself.

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

**SCHEDULING THE FINAL ORAL DEFENSE**
Many students find this process confusing. Carefully review the information below and ask the Academic Coordinator if you need clarification.

See the Graduate School’s website for the necessary forms and deadlines ([http://gradschool.uoregon.edu/policies-procedures/doctrinal/defense](http://gradschool.uoregon.edu/policies-procedures/doctrinal/defense)) associated with your application for degree and final defense. You may defend your dissertation in spring term before you leave for internship or any time during the internship year. Keep in mind that when your committee reviews your dissertation document your committee may require additional changes and that these changes may require you to postpone your defense date. It is your responsibility to allow ample time for your committee to read your dissertation and for you to make any necessary changes, and as such you are required to turn in your completed dissertation – which, has been approved by your advisor - to your committee members six (6) weeks prior to the final defense date. Note that the Graduate School requires that you submit your completed dissertation to your committee members three (3) weeks prior to your defense date. The CPSY faculty require six (6) weeks to ensure there is adequate time to carefully review your document before agreeing that you’re ready to defend.
Procedures for defending:
The Graduate School website states “You are required to graduate during the term of your defense.” This is not true for CPSY students going on internship after defending the dissertation, and the Graduate School is aware of this exception. You do not need to do anything beyond the procedures outlined here to inform the Graduate School of your unique circumstance.

1. During FALL TERM, review doctoral policies and procedures, available at the following web site: http://gradschool.uoregon.edu/policies-procedures/doctoral.
2. Register for the appropriate number of Dissertation (CPSY 603) and Internship (CPSY 704) credits based on when you’re planning on defending (see Appendix H for specifics).
3. Submit to the Graduate School an Application for Advanced Degree through GradWeb’s “Oral Defense” menu. (Check the Graduate School web site for completion deadlines—you must complete the Application for Advanced Degree by the deadline during the term you are defending, not the term you are graduating - http://gradschool.uoregon.edu/deadlines-doctoral). Because of internship, you will not graduate the term you defend. For your “Expected Graduation Term” date on GradWeb, you will use the date when your internship ends. Most internships end in late August, so you will most likely select “summer” term of the year you will graduate (even if you plan to participate in the Spring graduation ceremony).
4. Confirm defense date/time/location availability of all committee members approximately eight (8) weeks before defense.
5. Contact the Academic Coordinator to reserve a room for your defense.
6. Once you have completed your Application for Advanced Degree using GradWeb, you will be permitted to complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense, also found on GradWeb. Completing the Confirmation of Agreement to Attend Oral Defense triggers the Graduate School’s system to generate the last required from, the application for Final Oral Defense for Doctoral Degree, as outlined below.
   a. By entering the Oral Defense module you are indicating your readiness to schedule an oral defense. You should, at this point, have obtained provisional agreement from your doctoral committee members that they will be available on the specified day and time you wish to hold your defense.
   b. Please be sure to allow yourself enough time to complete the online process so that you and your committee members can complete all steps required to meet the deadline for submitting your final dissertation document to the Graduate School, which is three (3) weeks prior to your scheduled defense.

To allow your committee time to review your dissertation, you must submit your final draft to each committee member at least **6 weeks** prior to the date you have set for your final defense. Because the committee must sign off on the defense three (3) weeks prior, this six-(6) week deadline enables the committee to have three (3) weeks to thoroughly review your document and assess your readiness to defend.

   c. If one of the inside committee members is unable to attend the final defense, you will have the option to choose Waiver of Attendance as a part of the online process. Only one inside member may waive attendance at the defense, never the chair or the outside representative. The faculty waiving his/her attendance must agree to read the dissertation prior to the defense and submit any questions directly to the chair of your committee. There is a final letter that you must prepare for the faculty member who waives attendance; see http://gradschool.uoregon.edu/policies-procedures/doctoral/waiver-of-attendance.
   d. Once all of the committee members have confirmed that they will attend, the Graduate School will send you a notification email, and the Academic Coordinator will be sent an automatically generated Application for Final Oral Defense for Doctoral Degree form. The Academic Coordinator prints this form, obtains the necessary signatures, and submits it to the Graduate School. The form must be generated and submitted to the Graduate School no less than **three (3) weeks** before the date of the final oral defense. Your title cannot be changed after this point.

7. After your defense, give your signed Certificate of Completion to the Academic Coordinator (received from your advisor at your defense). A copy will go in your file and the Academic Coordinator will send the original to the Graduate School.
8. In the same quarter in which you defend, you must upload your completed (with revisions) and approved dissertation by the Final Acceptance Deadline (See Doctoral Degree Deadlines: http://gradschool.uoregon.edu/deadlines-doctoral). Exact dates differ for each term, but this deadline falls approximately two weeks prior to the end of the term.
9. Have your Committee Chair (and co-chair if applicable) sign the Thesis/Dissertation Approval Certification form for the Graduate School, http://gradschool.uoregon.edu/sites/default/files/Thesis%20Dissertation%20Approval%20Certification%20Sept%202010_0.pdf. These must be actual signatures and not electronic signatures by both you and the faculty. This form states that your committee approves your final dissertation. You must also submit the Thesis/Dissertation Submission form to the Graduate School, but it does not require any faculty signatures, http://gradschool.uoregon.edu/sites/default/files/Thesis%20Dissertation%20Submission%20Form%20April%202011_0.pdf. Please see http://gradschool.uoregon.edu/?page=ETD for more details.
10. After your final internship evaluation is received by the program, the Graduate School will confirm with the program that all degree requirements have been met and will then change all Dissertation Incompletes to a grade of Pass. You are now finished with your degree!! Once the Registrar receives this notice from the Graduate School, your transcripts will be complete. This update may take 4-6 weeks from the end of summer term.