University of Oregon
College of Education
Counseling Psychology and Human Services Department

COUNSELING PSYCHOLOGY (CPSY) PROGRAM
DOCTORAL STUDENT HANDBOOK
2024-2025

Core CPSY Faculty[1]

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Program Leadership[2]

Director of the CPSY Program: Jessica M. Cronce, Ph.D.
Director of Clinical Training (DCT): Anne Marie Mauricio, Ph.D.

Program Staff

CPSY Academic Program Coordinator (APC)
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[1] See APA SoA IV(A)(2) for the full definition of core and associated faculty. At least 50% of **core faculty** professional time must be devoted to program-related activities inclusive of program-related teaching, research, scholarship, and/or professional activities; supervising students' research, students' dissertations, and students' teaching activities; mentoring students' professional development; providing clinical supervision; monitoring student outcomes; and developing, evaluating, and maintaining the program. **Associated faculty** are not centrally involved in program development and decision making, but they still make a substantial contribution to the program and take on some of the tasks often associated with core faculty, including program-related teaching, supervising CPSY students' research and dissertations, mentoring of CPSY students, and monitoring student outcomes.

[2] Per APA SoA IV(A)(1), The program has consistent and stable leadership with a designated leader who is **a doctoral-level psychologist** and a **member of the core faculty**. The program leader's credentials and expertise must be in an area covered by HSP accreditation and must be consistent with the program's aims. This leadership position may be held by more than one individual.

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ACRONYMS USED IN THIS HANDBOOK (AND COMMONLY IN THE PROGRAM)

AAPI	APPIC Application for Psychology Internships
AEC	Accessible Education Center
APA	American Psychological Association
APA-CoA	APA's Commission on Accreditation
APC	Academic Program Coordinator (for CPSY)
APPIC	Association of Psychology Postdoctoral and Internship Centers
ASPPB	Association of State and Provincial Psychology Boards
CBA	Collective Bargaining Agreement
CBT	Cognitive Behavioral Therapy
CDAC	Comprehensive Diagnostic Assessment Center (in HEDCO)
CFC	Child and Family Center (in HEDCO)
CFT	Couples and Family Therapy Program
CHR	Center for Healthy Relationships (in HEDCO)
CITI	Collaborative Institutional Training Initiative (training)
Co-I	Co-Investigator
Co-PI	Co-Principal Investigator
COE	College of Education
CPC	Counseling Psychology Center (in HEDCO)
CPHS	Counseling Psychology and Human Services Department
CPSY	Counseling Psychology Program
CSWS	Center for the Study of Women in Society
CV	Curriculum Vitae (professional resume)
DBT	Dialectical Behavior Therapy
DCT	Director of Clinical Training
DGS	Division of Graduate Studies ("the graduate school")
DocSem	Doctoral Seminar
DSM	Diagnostic and Statistical Manual of Mental Disorders
EDST	Education Studies Department
EPPP	Examination for Professional Practice in Psychology
FCU	Family Check-Up
FHS	Family and Human Services Program
FTE	Full-time Equivalent
GDRS	General Duties and Responsibilities Statements
GE	Graduate Employee
GPA	Grade Point Average
GradSem	Graduate Seminar

GTFF	Graduate Teaching Fellows Federation
IRB	Institutional Review Board
MI	Motivational Interviewing
MOU	Memorandum of Understanding
NMS	National Matching Service
NRSA	National Research Service Award
OAR	Oregon Administrative Rules
OHA	Oregon Health Authority
OPE	Other Payroll Expenses
ORCiD	Open Researcher and Contributor ID
ORS	Oregon Revised Statutes
OVPRI	Office of the Vice President for Research and Innovation
PI	Principal Investigator
PREV	Prevention Science Program
PSYPACT	Psychology Interjurisdictional Compact[3]
RFA	Request for Applications[4]
RCS	Research Compliance Services (administrative unit overseeing the IRB)
SCID	Structured Clinical Interview for DSM-5
SLHC	Speech-Language-Hearing Center (in HEDCO)
SLPSR	Spanish Language Psychological Service and Research Specialization
SNAP	Supplemental Nutrition Assistance Program
SRF	Standardized Reference Form
QRM	Quantitative Research Methods Specialization (offered by EDST)
UO	University of Oregon
WPA	Western Psychological Association

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[3] Students should consult the PSYPACT website to see which states have enacted PSYPACT legislation and for how to apply.

[4] There are several terms, such as this, used by the NIH in relation to grants. See here for a full glossary of grant-related acronyms.

FORWARD

This handbook is designed to provide students with a guide to successful completion of the CPSY program. While the handbook is intended to be comprehensive, there is no way for it to be exhaustive, anticipating all possible training needs and trajectories. Students should consult with their advisor, the CPSY APC, the Director of the CPSY program and/or the DCT concerning questions that cannot be answered by this handbook.

Importantly, this handbook is intended to be a *living document*, with additions, subtractions, and clarifications made as the need arises. Therefore, this handbook does <u>not</u> represent a contract between the CPSY program and current/prospective students. The UO, the COE, the CPHS department, and the CPSY program maintain the right to make changes to this handbook *at any time without prior notice to students*. Students should always consult the most recent version of the CPSY Student Handbook for current program policies, procedures, and requirements. The most recent version will be labeled as the "current version" in the CPSY Program Community Canvas site.

With respect to **required coursework** referenced in this handbook, [UO policy](#) states that, "To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Division of Graduate Studies sections of the *catalog in effect when the student was first admitted and enrolled at the University of Oregon*" (emphasis added). Students are referred to the [DGS section of the catalog](#) for basic requirements associated with receipt of a PhD (e.g., minimum credit requirements and enrollment, completion of comprehensive examinations, advancement to candidacy, the dissertation) and the [Counseling Psychology (PhD) section of the catalog](#) for requirements specific to the program. **The latter source *only articulates the requirements for domain-specific and total credits*.** These requirements are articulated in the **CPSY program plan**, which is available via the CPSY Program Community Canvas site.

All other CPSY program requirements necessary for conferral of the PhD are *as stated in the current version* the CPSY Student Handbook, *unless* the current version of the CPSY Student Handbook *adds* a requirement (e.g., an additional class; an additional competency-based portfolio element) *that was <u>not</u> previously stated in the version of the CPSY Student Handbook in effect when the student was first admitted and enrolled in the CPSY Program*. Differences in form and formatting (e.g., the version of the competency-based portfolio element described in the current version of the CPSY Student Handbook sets a different page limit or follows a different version of APA style than was in effect when the student was first admitted and enrolled in the CPSY Program) are <u>not</u> considered an "additional" requirement with respect to this policy (even if the form or formatting sets a higher standard, e.g., sets a minimum page length that is greater than a prior version of the CPSY Student Handbook). **This ensures all students completing a given competency-based portfolio element at a given moment in time are following the same form and formatting requirements to ensure equitable evaluation.**

CPSY PROGRAM OVERVIEW

The CPSY program is embedded within the CPHS department in the COE at the UO.[5] The CPSY program has been continuously accredited by the APA since January 12, 1955, making it one of the longest continuously APA-accredited counseling psychology Ph.D. programs in the country. The next APA accreditation site visit is scheduled for 2028.[6] Students are required to follow the [APA Ethical Principles of Psychologists and Code of Conduct](#) and [Oregon laws applicable to training in and the practice of psychology](#) among other expectations (see *CPSY Program Requirements and Expectations* section).

CPSY is a **health service psychology** training program. As noted by the [APA (2018)](#), health service psychology is defined as…

> …the integration of psychological science and practice in order to facilitate human development and functioning. [It] includes the generation and provision of knowledge and practices that encompass a wide range of professional activities relevant to health promotion, prevention, consultation, assessment, and treatment for psychological and other health-related disorders (p. 2).

Health service psychology contains many subdisciplines, including **counseling psychology**. Each subdiscipline has its own **roles** within the sphere of health service psychology and **values** that guide the actions of its practitioners.

Elements Guiding CPSY Training

Consistent with the **primary roles** of counseling psychologists outlined by [Gelso and Williams (2022)](#), the health service psychology training provided by the CPSY program prepares graduates to **assist individuals** (i.e., children, adolescents, adults) **and groups** (i.e., families, communities) in:
- discovering and enhancing their potential (i.e., **health promotion**)
- preventing the development of problems (i.e., **prevention**)
- remedying existing problems (i.e., **intervention**)

The health service psychology training provided by the CPSY program is simultaneously guided by the **central values** of counseling psychology (Gelso & Williams, 2022), including placing an emphasis on:
- strengths and optimal functioning
- lifespan development and vocational growth
- social justice and multicultural awareness
- use of brief, educational, and preventive interventions
- adherence to the scientist-practitioner model

The practice of these values is interdependent. 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. A focus on **lifespan development** acknowledges how strengths, needs, and opportunities for growth (including as relates to one's vocation) change over time and are heavily influenced by interactions between individuals and their environments. Consistent with this, and a

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[5] For the meaning of these and all other **acronyms**, please consult the introductory pages of this handbook.

[6] APA accreditation status can be verified by [searching for PhD programs in Counseling Psychology in Oregon](#).

commitment to **social justice and multicultural awareness**, all CPSY training is conceptually grounded in models of human development that consider individuals' intersecting identities (e.g., **ADDRESSING framework**, Hays, 2008) and the unique social, historical, political, and cultural contexts that shape and are shaped by human endeavors (e.g., **ecological model**, Bronfenbrenner, 1979). Accurate understanding of individuals' behaviors, cognitions, and emotions requires consideration of these contexts as does development, evaluation, and implementation of effective approaches to health promotion, prevention, and intervention (Sue et al., 2022). The CPSY program strives to provide training that attends to conditions of social injustice, the reproduction of oppression and inequity, and how such conditions influence the mental health and well-being of communities. The CPSY program acknowledges that the practice of psychology can contribute to, or can ameliorate, the problems experienced by individuals and communities, and consider it the responsibility of all health service psychologists to work toward social justice. The training provided by the CPSY program aspires to embody the action-oriented role of psychologists in advancing an **emancipatory communitarian approach** (Prilleltensky, 1997) by leveraging the development of critical consciousness to promote empowerment among students and the communities they serve. To this end, the training provided by the CPSY program endeavors to address micro- and macrosystemic power imbalances that sustain systems of oppression by fostering and solidifying students' commitment to adopting an attitude of cultural humility (Hook et al., 2013) and the life-long pursuit of building greater multicultural competence (Sue et al., 1992; Sue et al., 2022), and the active practice of anti-racism (Clark et al., 1999, Paradies et al., 2015, Williams et al., 2019) through community dialogue, ongoing training, and approaches to scholarship.

In keeping with a focus on **brief, educational, and preventive interventions**, the CPSY program incorporates training in short-term evidence-based approaches to the amelioration of clinical distress and impairment and time-limited, feedback-based interventions that promote positive parenting behaviors through two required internal practica in the HEDCO Clinic. The CPSY program's training also creates opportunities for students to gain skills unique to their future career goals through external practica in the community (and optional practica in the HEDCO Clinic). Finally, in line with a **scientist-practitioner model** (Blair, 2010), sometimes referred to as the "Boulder" model (after the location where the model was formalized), the CPSY program strives to facilitate students' conceptualization of science and practice as complementary and interdependent. That is, a "scientist-practitioner should be able to apply psychological knowledge to their therapeutic work with clients…[and research] should also flow out of practice, providing practice-based evidence" (Blair, 2010, p. 20). In service of this model, the CPSY program provides students with training in philosophies of research, intervention methods, and scientific inquiry that can be used to advance research and practice in diverse settings. The CPSY program also strives to foster students' socialization and professional identity development as scientist-practitioners. That is, training is designed to cultivate a "scientific attitude" (Blair, 2010, p. 20) and a commitment to self-reflection both *in practice*, which includes "framing and testing hypotheses regarding the client, being open to change and re-formulating ideas in the face of evidence" (Blair, 2010, p. 20) and *outside of practice*, through "the use of supervision, continuing professional development, a self-critical stance, and openness to experience" (Blair, 2010, p. 20).

Finally, the training provided by the CPSY program affirms that effective and ethical practice of psychology requires foundational knowledge in psychological science that is broad and general (i.e., generalist training). The CPSY curriculum is guided by requirements (*learning objectives*) for **discipline-specific knowledge**[7] (see

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[7] As noted by the APA-CoA (2017) in implementing regulation C-7 D, "Discipline-specific knowledge represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies" (p. 10).

Table 1), **profession-wide competencies** (see **Table 2**), and **diversity education and training**[8] outlined within the APA-CoA implementing regulations for the standards of accreditation for health service psychology doctoral graduate programs.

Table 1. Discipline-specific knowledge domains (necessary for profession-wide competencies).

History and systems of psychology, including the origins and development of major ideas in the discipline of psychology.

Basic content areas in scientific psychology (i.e., aspects of behavior):

- *Affective*, including topics such as affect, mood, and emotion.

- *Biological*, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.

- *Cognitive*, including topics such as learning, memory, thought processes, and decision-making.

- *Developmental*, including transitions, growth, and development across an individual's life.

- *Social*, including topics such as group processes, attributions, discrimination, and attitudes.

Advanced integrative knowledge of basic discipline-specific content areas (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

Research methods, statistical analysis, and psychometrics:

- *Research methods*, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study, correlational, quasi-experimental, experimental, and other quantitative research designs; theory testing; qualitative methods; mixed methods; and meta-analysis.

- *Statistical analysis*, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.

- *Psychometrics*, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

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[8] This education is integrated into *all* didactic and experiential training through (a) readings, (b) lectures/speakers, (c) discussions, (d) assignments, (e) opportunities to work with clients (of varying ages; disability statuses; national origins; racial, ethnic, sexual, and gender identities; religions; cultures; and social economic statuses), and (f) supervision that addresses multicultural conceptual and theoretical frameworks of worldview, identity, and acculturation, rooted in the diverse social, cultural, and political contexts of society, which are integrated into the science and practice of psychology.

Table 2. Profession-wide competencies (with minimum expectations for doctoral students).

Research

- Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

- Critically evaluate and disseminate research or other scholarly activity via professional publication or presentation at the local (including the host institution), regional, or national level.

Ethical and legal standards

- Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.

- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

- Conduct self in an ethical manner in all professional activities.

Individual and cultural diversity

- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.

- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ from their own.

Professional values and attitudes

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others.

- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Table 2 (cont.).

Communication and interpersonal skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

- Manage difficult communication well.

Assessment

- Demonstrate current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences of the service recipient.

- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention

- Ability to establish and maintain effective relationships with the recipients of psychological services.

- Ability to develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity considerations, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

- Ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing progress evaluation.

Supervision

- Demonstrate knowledge of supervision models and practices.

- Demonstrate knowledge of contemporary evidence-based supervision literature.

Table 2 (cont.).

Consultation and interprofessional/interdisciplinary skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.

- Demonstrate knowledge of consultation models and practices.

Students demonstrate acquisition of discipline-specific knowledge and achievement of profession-wide competencies through completion of **required coursework** (see the current **program plan** for *listing of specific courses* and the current **sample course progression** for *sequencing of course requirements* across years of training; both documents can be found in the CPSY Program Community Canvas site) and completion of program-defined **competency-based portfolio elements** (see list in **Table 3**).

Table 3. Required competency-based portfolio elements.

1. Ethics Competency: Written APA Ethics Exam *
2. Research Competency I: Specialty Area Project/Paper (SAP) *(master's thesis equivalent)*
3. Clinical Competency I: Adults (Oral and Written Case Presentation) *
4. Theoretical Orientation Competency I: Application of Theory to Practice *
5. Multicultural Competency I: Critical Self-Reflection *
6. Clinical Competency II: Child & Family (Oral and Written Case Presentation) *
7. Clinical Competency III: Assessment *
8. Research Competency II: Integrative Psychological Aspects of Behavior Paper *(comprehensive exams equivalent)*

    —— Following completion of required elements, students may apply to advance to candidacy. ——
    Advancement to candidacy indicates readiness to begin work on the dissertation.

9. Research Competency III: Dissertation Proposal
10. Theoretical Orientation Competency II: Internship Essay 2
11. Multicultural Competency II: Internship Essay 3
12. Research Competency IV: Dissertation

Note. *** Indicates that completion and assessment of portfolio element is embedded within a required course**. Specific instructions and deadlines for completion of a given competency-based portfolio element that is embedded within a course are stated in the course syllabus. Students who successfully petition to *waive* a required course (based on completion of an equivalent course through another institution) do <u>not</u> waive the course-linked competency-based portfolio element. *Students are responsible* for making arrangements with the course instructor to complete the competency-based portfolio element during the *same term* students would otherwise be expected to enroll in the required class.

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" (Epstein & Hundert, 2002, p. 226). This definition informed competency benchmarks set by the APA for health service psychology (Fouad et al., 2009). Performance at a proficient level presumes integration of multiple competencies. Competency-based portfolio elements are designed to allow students to communicate, and faculty to assess, students' ability to synthesize, apply, integrate, and communicate what they have learned in courses, practica, research activities, and other forms of independent learning. See **Table 4** for how competency-based portfolio elements and required courses map onto discipline-specific knowledge and profession-wide competencies categories.

Table 4. CPSY requirements by discipline-specific knowledge and profession-wide competency domains.

Discipline-specific knowledge domains	CPSY Requirement
History and systems of psychology	CPSY 613
	CPSY 614
Affective aspects of behavior	Assignment within SPSY 651
Biological aspects of behavior	SPSY 652
Cognitive aspects of behavior	Assignment within SPSY 651
Developmental aspects of behavior	CPSY 621
Social aspects of behavior	CPSY 635
Advanced integrative knowledge	SPSY 651
	Research Competency II
	Clinical Competency I
Research methods	EDUC 612
	Research Competency I
	Research Competency III
	Research Competency IV
Statistical analysis	EDUC 641
	EDUC 643
	EDUC 645
	Research Competency I
	Research Competency III
	Research Competency IV
Psychometrics	CPSY 622
	SPSY 672
	Clinical Competency III
Profession-wide competencies	**CPSY Requirement**
Research	CPSY 613
	Research Competency I
	Research Competency III
	Research Competency IV
	Annual Evaluation
	Present one poster or paper at a conference

Table 4 (cont.).

Ethical and legal standards	CPSY 612
	CITI Certification
	Ethics Competency
	Adult Practicum Evaluations
	Child & Family Practicum Evaluations
	Annual Evaluation
Individual and cultural diversity	CPSY 613
	CPSY 615
	Multicultural Competency I
	Multicultural Competency II
	Adult Practicum Evaluations
	Child & Family Practicum Evaluations
	Annual Evaluation
Professional values and attitudes	CPSY 613
	Adult Practicum Evaluations
	Child & Family Practicum Evaluations
	Annual Evaluation
Communication and interpersonal skills	Adult Practicum Evaluations
	Child & Family Practicum Evaluations
	Annual Evaluation
Assessment	CPSY 622
	SPSY 672
	Clinical Competency III
	Adult Practicum Evaluations
	Child & Family Practicum Evaluations
	External Practica Evaluations (when applicable)
Intervention	CFT 620
	CPSY 612
	CPSY 615
	CPSY 617
	CPSY 642
	Adult Practicum (CPSY 690 + CPSY 606)
	Child & Family Practicum (CPSY 606)
	Theoretical Orientation Competency I
	Theoretical Orientation Competency II
	Clinical Competency I
	Clinical Competency II
	Multicultural Competency I
	Adult Practicum Evaluations
	Child & Family Practicum Evaluations
	External Practica Evaluations
	Predoctoral Psychology Internship

Table 4 (cont.).

Supervision	CPSY 654
	Adult Practicum evaluations
	Child & Family Practicum evaluations
	External Practica Evaluations
Consultation, interprofessional, and interdisciplinary skills	CPSY 654
	Adult Practicum evaluations
	Child & Family Practicum evaluations
	External Practica Evaluations (when applicable)

See **Table 9** for how profession-wide competency domains map onto practicum evaluation benchmark areas.

CPSY PROGRAM REQUIREMENTS AND EXPECTATIONS

To be in *satisfactory* academic standing, students are *required* to:

- *Fully comply* with each of the following[9]:

    o The APA Ethical Principles of Psychologists and Code of Conduct.

    o Oregon laws applicable to training in and the practice of psychology.

    o OHA standards for students in clinical training (which includes completion of actions that may have associated financial costs that are the responsibility of the student).

    o COE Risk Management Policies, which, along with OHA standards, require completion of a background check via the Risk Mitigation system no more than 3 months before entering the program. Each background check remains effective for a period of 3 years, meaning students need to complete a second background check after 3 years in the program. The costs associated with completing the background check are the responsibility of the student.

    o The UO Student Code of Conduct.

    o The direction of clinical supervisors under whose licenses students are practicing.

- The policies and procedures of *all* sites in which students receive clinical training (e.g., internal and external practica, internships). Receive a grade of *B- or better* or *Pass* in each required course.

- Maintain *minimum cumulative GPA of 3.0*, to comply with DGS requirements for satisfactory progress toward the degree.

- Follow the guidelines provided to complete all program competency-based portfolio elements by the deadlines stated in **Table 7**, which is in the *Student Retention, Academic Probation, and Dismissal* section.

- Receive a score of *3 or higher* (on a scale of 1 to 5) or *Pass/Completed* on the final version of all competency-based portfolio elements.

- Receive a score of *3 or higher* (on a scale of 0 or 4) on all domains of *summative* practicum evaluations.

- An *overall rating* of *satisfactory* on each annual evaluation.

See *Student Retention, Academic Probation, and Dismissal* section for information on program policies and procedures that govern what happens if a student does <u>not</u> meet one of the requirements outlined above.

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[9] Violation of **any** of these may be cause for immediate placement on academic probation, or immediate recommendation for dismissal from the program, depending on the exact nature and severity of the violation. See *Student Retention, Academic Probation, and Dismissal* section for further information concerning academic probation and recommendation for dismissal.

To receive a rating of *satisfactory* in the <u>*professional values and attitudes* domain</u> of students' annual evaluation, students are required to:

- Attend and participate in weekly **CPSY program activities** scheduled for **10:00am-12:00pm on Fridays**, *regardless* of whether they are simultaneously enrolled in CPSY 601 credits. These activities include **DocSems** and **Combined (DocSems or) GradSems**.

    o *DocSems* are a central component of student training, support, advising, professional acculturation, and research collaboration. Different faculty members structure their DocSem in different ways; however, all DocSems are focused on facilitating students' professional development in a manner that encourages mutual support and information exchange. For example, some faculty may primarily use DocSem to coordinate students' participation in the faculty members' research. Others may primarily use DocSem as a writing accountability group to support students' work on program milestones, and still others may use DocSem to have students present their own research and provide group advising. Activities are typically discussed at the start of each term.

    o *Combined (DocSems or) GradSems* are (program-wide or) department-wide meetings that are intended to foster community building and enhance student-faculty communication. They provide time for student leadership to engage with the CPSY community and/or CPHS department; opportunities for students and faculty to share feedback within the program; and facilitate communication across different groups. They are also used to welcome people to the program and acknowledge student and faculty successes. The schedule is typically announced at the outset of the academic year, and topics are set at least 1 week in advance of the scheduled meeting.

- **Engage proactively in the direction and successful completion of their training by:**

    o Initiating scheduling of, and participating in, **at least 1 individual meeting with their advisor in fall and spring terms** to review progress; Participating in more frequent meetings as requested.

    o Preparing for advising meetings by developing questions and/or documents for review, and actively seeking advising during designated individual and group (i.e., DocSem) advising meetings.[10]

    o Keeping their advisor apprised in a timely fashion of any competing responsibilities or other circumstances that are interfering or may interfere with students' expected progress toward completion of program requirements, so that faculty can help support students' success.

    o Following through on assigned tasks and self-defined tasks related to completion of program requirements.

    o **Completing a program plan**, outlining a schedule for when required courses will be completed (and documenting courses that have already been completed at another graduate institution; see *Course Waivers and Transfer of Credit* section).

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[10] A healthy advising relationship will enhance students' training experience and academic advancement. Students' advising needs will change as they progress through the program. It is expected, therefore, that students regularly self-reflect to identify their advising and mentoring needs and articulate those needs to their advisor.

- The program plan should *ideally* be completed, approved, and submitted during fall term but must be submitted **by no later than the 4th Friday of May in students' 1st year in the program**.

- Students are expected to consult with their advisors when completing their program plan.

- Once completed,[11] the program plan must be **signed by a student's advisor** to indicate approval and then **emailed to the Director of the CPSY Program** for concurrent approval; the Director of the CPSY Program will then email the fully signed version to the CPSY APC for placement in students' files.

- The program plan must be **subsequently updated** to demonstrate readiness to apply for internship. The final version will be used to verify completion of requirements for conferral of the advanced degree (PhD).

- Engage in ongoing **reflective and reflexive practice** concerning areas of strength and areas for growth, including completion of an **annual, formal self-evaluation** (submitted **by no later than the 2nd Friday of May each year**) and completion of bi-annual, formal self-evaluations when engaged in internal and external practicum activities for which hours will be claimed on the AAPI.

- Meet with their advisor, as requested, to review and discuss their annual self-evaluation and their **advisor's annual evaluation** of their progress in meeting profession-wide competencies. Annual evaluations and related meetings must be completed by **no later than Friday of finals week in spring term**.

- Respond with **humility, curiosity, and a growth mindset** to all feedback (from advisors, instructors, supervisors, other faculty, staff, clients, etc.).

- **Incorporate feedback** received through evaluations from their advisor, instructors of courses, and from practicum and internship supervisors, even if satisfactory grades or ratings are obtained.

- Regularly **contribute to peers' professional development** by providing written and/or verbal feedback on their scholarly products and clinical work.

- Engage in **effective and collegial interpersonal interactions** with peers, staff, faculty, and other individuals involved in students' training, and **work collaboratively toward resolution of differences and conflicts**. Relatedly:

  o **Provide constructive feedback** about what experiences in the program have been more and less helpful using the most appropriate medium(s) (e.g., DocSems, individual meetings with faculty, formative and summative evaluations), with a goal of **strengthening the program for all students**.

- **Actively participate in classroom learning activities** and help create an environment conducive to reflection and learning for all students.

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[11] 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 terms than previously planned, are normative and can be made *without* seeking formal approval.

- Demonstrate professional courtesy and effective communication skills, by **checking email at least once daily on weekdays** and **responding in a timely manner (within 72 hours)** when requested.

- **Join APA and the Society for Counseling Psychology (Division 17)** as a student member and maintain membership throughout their time of program enrollment to develop their professional identity.

- Engage in ongoing **clinical activities (external practicum hours)** *beyond the minimum* required by the program (See External Practica section) to ensure readiness for the required predoctoral internship.

- Present their research **at least once per year** in a forum within or outside of the program.

  o 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 Students *must* present **at least 1 poster or paper** (e.g., present as part of a symposium) **at a regional, national, or international conference** to fulfill the profession-wide *research* competencies requirement (see **Table 4**).

- Submit manuscripts for publication.

  o By the end of their 2nd year, students are encouraged to have submitted **at least 1** manuscript for publication, typically co-authored with a student's advisor or another faculty mentor.[12]

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[12] Students interested in a **research or academic career** should be an author and/or co-author on at least **5-6 publications (or in-press manuscripts) prior to completing the program**. In addition, students should be involved in **grant writing training** as part of their graduate coursework.

Spanish is the second most common language in the United States. Many communities in the United States, including communities across Oregon, lack access to mental health service providers who are able to serve the needs of Spanish-speaking clients. 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. The **Spanish Language Psychological Service and Research (SLPSR) Specialization** is designed to provide the depth and breadth of training necessary to achieve this end (see **Table 5** and **Table 6**).

Table 5. Goals and Objectives of the SLPSR 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.

  o *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.

  o *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.

  o *Objective 2a:* Graduates can describe the sociopolitical history of two or more U.S. Spanish speaking populations.

  o *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.

  o *Objective 3a:* Graduates demonstrate commitment to continuous cultural learning.

  o *Objective 3b:* Graduates demonstrate commitment to continuous enhancement of language skills.

  o *Objective 3c:* Graduates demonstrate knowledge of equity and justice issues faced by Spanish speaking Latino/a people.

  o *Objective 3d:* Graduates are able to engage in culturally competent clinical practice with Spanish speaking Latine clients that reflects social justice values.

Table 5 (cont.).

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

  o *Objective 4a:* Graduates demonstrate knowledge of best practices in provision of mental health services to Spanish speaking Latine people.

  o *Objective 4b:* Graduates demonstrate knowledge of ethical principles and standards of practice relevant to provision of mental health services to Spanish speaking Latine people.

  o *Objective 4c:* Graduates demonstrate knowledge of ethical principles and standards of practice relevant to conducting research with Spanish speaking Latine people.

Table 6. SLPSR Specialization Professional Competencies

Competency 1: Students demonstrate ability to provide effective context-sensitive psychological interventions with Latine 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 Latine clients/participants.

Competency 4: Students demonstrate awareness and understanding of diversity among Latine 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 Latine 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 Latine clients.

Competency 7: Students competently apply multicultural knowledge, experience, theory and scholarship to their own research with Spanish-speaking Latine 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 Latine 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 Latine clients, including recognizing how their privilege, identities, and power influence their research and practice activities.

Specialization Requirements

Students who enroll in the SLPSR Specialization take coursework designed to challenge them to critically assess the unique social, historical, political, and cultural contexts that shape and are shaped by the experiences of Latine 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 Latine Spanish-speaking communities. Students in the SLPSR Specialization are required to apply this knowledge through provision of supervised clinical services to Spanish-speaking clients and opportunities to engage in research with Spanish-speaking participants.

The SLPSR Specialization requires successful completion (or passing) of the following:
- CPSY 612: Professional Ethics
- CPSY 615: Counseling Diverse Populations
- CPSY 626: Psychological Services for Latinos
- CPSY 627: Topics in Latinx Mental Health
- CPSY 606: Prac Adult or CPSY 606: Prac Child and Family or CPSY 606: Prac Extern (1 credit) – clinical work must include working with *Spanish-speaking clients* for this requirement to count toward the SLPSR specialization.
- CPSY 606: Prac Bilingual Supervision (1 credit x a minimum of 3 terms)
- A minimum of 20 hours of **continuous learning activities** in the form of educational and cultural events specifically focused on Latine communities, and Spanish-speaking communities in particular.[13]
- A **capstone project** demonstrating achievement of Specialization competencies in the form of an oral presentation in Spanish that is a minimum of 15 minutes in length delivered during Bilingual Supervision (CPSY 606) that may either be:
  - A case presentation on mental health services provided to a Latine Spanish-speaking client.
  - A presentation of clinical intervention research conducted with Latine Spanish-speaking participants.

A grade of *B- or better* or *Pass* is necessary for each required course. Students often participate in bilingual supervision *prior to enrollment in the Specialization* to renew and expand their Spanish language competencies, and to determine whether their language skills are sufficient to engage in clinical work in Spanish. The required coursework will contribute to students' cultural and clinical competencies even if, ultimately, a student's Spanish language competencies are not sufficient to earn the Specialization.

Students in the Specialization will receive verbal feedback and an evaluation form noting whether they have passed the capstone project. In the event that a student does not pass the capstone project, the student will meet with the instructor of bilingual supervision and the SLPSR Specialization Director to determine the best course of action.

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[13] For example, each term, the Center for Latina/o and Latin American Studies sponsors 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 Latinx 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 SLPSR Specialization Director. All continuous learning activities must be documented.

Applying to Enroll in the Specialization

Students in the CPSY program are eligible to apply for enrollment in the SLPSR specialization if they:
- Possess fundamental competencies in speaking Spanish, as demonstrated by <u>one of the following</u>:
  - Passing the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) in Spanish with a minimum score of Intermediate, mid-level. [14]
  - Demonstration of Spanish oral competencies (e.g., completion of a Spanish major or minor as an undergraduate within the past 5 years, relevant study abroad experiences; see the SLPSR application cover sheet for further details). [15]
- Are performing well in pre-clinical or clinical work to date, as confirmed by their advisor and/or DCT.
- Are currently in satisfactory academic standing with their program.
- Have the approval of their advisor to apply for the specialization.

Students wishing to apply for enrollment in the SLPSR Specialization must follow the instructions articulated on the SLPSR Specialization's website along with the necessary forms.

Applications may be submitted at any time during the academic year; admissions to the SLPSR Specialization occur on a rolling basis. Coursework required for the SLPSR Specialization that has already been completed will count retroactively once a student has been admitted to the Specialization.

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[14] The OPI results in classification as Novice (low, mid, high), Intermediate (low, mid, high), Advanced (low, mid, high), or Superior proficiency. Students are responsible for all arrangements, including costs, for the OPI. Documentation of OPI classification must be provided as part of the SLPSR Specialization application.

[15] Students who wish to demonstrate competency via this option will be expected to converse in Spanish with the SLPSR Specialization Director or a designee, and if there is any doubt regarding sufficient competency, will then be required to pass the OPI.

QUANTITATIVE RESEARCH METHODS SPECIALIZATION

Students in the CPSY program are also eligible to apply to the QRM Specialization offered by the EDST department. The QRM Specialization is a rigorous training program designed primarily for PhD students who have chosen quantitative methods as their primary research tradition. The training provided via the QRM Specialization is designed to build serious expertise in quantitative methodology, including applied educational statistics and research design. To achieve the QRM Specialization, students must take, at a minimum, a total of 16 credits from among the EDST's advanced quantitative methods course offerings. Students should refer to the QRM website for specific requirements.

Cost of Attendance

Students are directed to [CPSY's funding website](#) for information on the cost of attendance. Students should also refer to the following related topics and sections for other related expenses:
- Continuous enrollment policy in the *Enrollment and Degree Completion* section.
- *Temporary Academic Leave* section.
- Complying with OHA standards for students in clinical training and COE Risk Management policies in the *CPSY Program Requirements and Expectations* section.
- *Applying for On-Leave Status After the Dissertation Oral Defense* section.
- *Time2Track* section.
- *Scheduling the Dissertation Oral Defense Date* section.
- *Developing a Budget* section.
- *Commencement (Graduation) and Conferral of the Advanced Degree (PhD)* section.

General and Identity-Based Student Resources

While some information and resources meant to support students during their progression through the program are included below, students are referred to the [DGS OneStop for graduate students](#) for additional resources on academics, basic needs, wellbeing, graduate employment, family resources, and campus life.

Students should also refer to the [DGS resources website](#), which includes **identity-based resources** and **resources for students with families** among other resources accessible from the OneStop.

Additional resources can be found in the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site.

Resources for Meeting Basic Physical and Mental Health Needs

Various resources are available to support students in meeting their basic needs. Students are referred to the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site for relevant information and resources.

Emergency Funding

During their time in graduate school, students sometimes experience acute financial needs due to unforeseen events (e.g., medical issues, loss of a laptop) or planned events that increase expenses (e.g., birth, adoption, or fostering of a child). Students are referred to the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site for relevant information and resources.

Scholarships and Other Forms of Financial Aid

Students may be eligible for various forms of financial aid, scholarships, student conference (travel) awards, and doctoral research awards. Note, only *one* CPSY student per year may be nominated for the APA Dissertation Research Award, so this award involves a competitive process within the program. Students are

referred to the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site for relevant information, resources, and deadlines.

Conference Travel Awards
Students may be eligible for internal (within the UO) and external (e.g., from APA) awards to support their travel to conferences. Students are referred to the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site for relevant information, resources, and deadlines.

Research Funding and Dissertation Fellowships

Students may be eligible to apply for internal (within the UO) and external (e.g., from NIH, NSF) sources of funding for research and research training. Students are referred to the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site for relevant information and resources.

GE Employment, Benefits, Rights, and Responsibilities

Students typically receive financial support for their training within the CPSY program through graduate employee (GE) positions. Students with a **GE appointment of .25 FTE or greater** are eligible for **health insurance** as administered by the GTFF and will receive a **tuition waiver** provided that they are enrolled in a **minimum of 9 graduate credits**. The tuition waiver covers up to a **maximum of 16 graduate credits per term**; students are responsible for the cost of tuition if they choose to enroll in credits in excess of this maximum (or do not fulfill the minimum credit requirement).

The rights and responsibilities of GEs are articulated within the current GTFF CBA. Students are also referred to the GDRS for the COE CPHS department for information on requirements applicable to GEs within the CPHS department. Additional information can be found within the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site.

GE Health Insurance

GEs are entitled to health insurance coverage, which is administered by the GTFF. Incoming students with GE appointments typically sign up for health insurance during a GTFF orientation during the Week of Welcome prior to the start of their first year in the program. Health insurance enrollment must be renewed via the GTFF each year. Under the GTFF's current CBA, students pay **5%** of the cost for their health insurance premium in **any term in which they are working as a GE**, with UO paying the remainder. Students **without a GE during the summer** *between academic years* may pay **20%** of the cost of their health insurance premium to maintain continuous coverage, with UO paying the remainder.[16] Rates and benefits of coverage are posted on the GTFF website annually.

Students with a GE in the spring term **prior to departing for internship**, even if they have completed the oral defense of their dissertation, *are* eligible to pay their portion of the premium to maintain continuous health insurance coverage through the summer term that they begin internship. Students may elect to pay the

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[16] To be eligible for the discounted health insurance premium during the summer (without a GE), students must have had a GE appointment in the preceding spring term and not be graduating in spring term. For this reason, this health insurance benefit is sometimes referred to as the "summer sandwich"—a term of GE benefit in a term without a GE "sandwiched" between two terms in which a student does have a GE. Students with a spring GE who are graduating at the end of *summer term* are eligible to pay the discounted summer health insurance premium.

summer health insurance premium spread out over the 9 months of the academic year or as a lump sum at the start of summer term. Note, most internship programs offer health insurance as a benefit; however, the health insurance administered by the GTFF *cannot* be prorated for only those weeks or months that are needed prior to starting internship (i.e., insurance is paid on a term-by-term basis). All questions should be directed to benefits@gtff.net

GE Sick Leave

GEs are directed to read **Article 29** of the current GTFF CBA regarding their rights and responsibilities in relation to absences. Additional information can be found within the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site.

Temporary Leave from GE Duties (Family/Parental and Medical Leave)

GEs are directed to read **Article 29** of the current GTFF CBA regarding their rights and responsibilities in relation to paid and unpaid absences. Additional information can be found within the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site.

Non-GE Employment

Students are not restricted from seeking other sources of employment during their training. However, students who accept a paid position that includes clinical activities that the student wants to count toward their internship application must ensure that they follow policies related to external practica. Students are referred to the External Practica section of this handbook and the "Resources and Supports for Graduate Students" module of the CPSY Program Community Canvas site for relevant information and resources.

Increasing Accessibility for Students with Disabilities

Students are directed to the [AEC's website](#) for information on receiving academic accommodations.

If the AEC determines that a student is eligible for accommodations, it is the student's responsibility each term to select which course instructors will be sent a letter by the AEC articulating the accommodations to which the student is entitled. That is, just because the AEC notifies a student that they are eligible for accommodations, it does not mean that the AEC will automatically inform each instructor for every course in which a student enrolls while at UO.

Moreover, accommodations may be available in relation to competency-based portfolio elements that occur outside of courses (i.e., Research Competency I [the SAP], Research Competency II [Aspects Comp], Research Competency III [Dissertation Proposal], and Research Competency IV [the Dissertation]). It is the student's responsibility discuss their needs in relation to these non-course-based academic requirements with their AEC Advisor to determine what reasonable accommodations may be available and to have AEC send a letter notifying the person or persons who oversee a given academic requirement of the accommodations to which the student is entitled.

Faculty are not allowed to provide academic accommodations within courses or in relation to non-course-based academic requirements unless they have received a letter on behalf of the student from the AEC stipulating the accommodations to which the student is entitled. It is students' responsibility to ensure these letters have been received.

Students should seek accommodations as far in advance as possible to ensure faculty have time to make any necessary adjustments to the form or format of competency-based portfolio elements.

Course Waivers and Transfer of Credit

Course waivers allow students to count prior graduate coursework as fulfilling CPSY course requirements; however, overall credit requirements for the doctoral degree are not reduced when a course is waived. Students may only waive course requirements for which they have completed graduate-level coursework *within the past 7 years* and earned a grade of *B- or better* or *Pass*. Provided that the course meets these requirements, students should complete a COE Course Waiver Petition Form for each course they wish to be waived. Students must submit completed petition form to the instructor of record for the CPSY-required course they feel is equivalent along with a copy of the course syllabus for the class that was taken at the other institution. The instructor will compare the content and learning objectives of the two class syllabi (i.e., the one from the other institution and the one from the CPSY required course) to reach a determination as to whether the course from the other institution is equivalent. The instructor will forward the signed petition form, noting their determination, to the Director of the CPSY Program. As it is not guaranteed that a class from another institution will be deemed equivalent, students should petition to waive courses well (ideally at least 2 weeks) in advance of when the CPSY-required course is scheduled to begin.

Transferring credits allows students to reduce the total number of credits required within CPSY for conferral of the doctoral degree but does not affect (i.e., cannot be used to substitute for) [minimum doctoral degree requirements](#) set by the DGS. Note, transferred credits are not used in computing the UO cumulative grade

point average. Students may request to transfer up to 15 credits from graduate-level courses that are relevant to and have reasonable content overlap with required CPSY courses that were completed *within the past 7 years* and for which students earned a grade of *B or better* or *Pass*. Students' advisor, the Director of the CPSY Program, and the Graduate School must approve the transfer. Graduate-level coursework that was counted towards the conferral of another degree (e.g., a master's degree) may *not* be transferred; however, students can pursue related course waivers. To request a transfer of credits, students must complete the Transfer of Graduate Credit form during their first term in the program and submit it to their advisor and the Director of the CPSY Program for their approval before it is routed to the DGS.

Enrollment and Degree Completion

Students must register for a **minimum of 3 graduate credits each term**, excluding summer session, to fulfill the continuous enrollment policy; however, a higher minimum applies (i.e., 9 credits) to be eligible for a tuition waiver. As noted by the DGS, "Students who have not defended and completed the dissertation before embarking on an internship must continue to follow the continuous enrollment policy *until they successfully defend, submit, and receive final DGS approval of the dissertation*." Failure to maintain continuous enrollment (notwithstanding summer terms and approved on-leave status) will result in dismal from the CPSY program and potential revocation of Oregon resident status.

At least 27 credits (not inclusive of required CPSY 603 credits) must be completed at the UO while classified as a doctoral student to comply with residency requirements. In addition, the CPSY program requires students to complete a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus internship, with a minimum of 2 of these 3 years completed at the UO.

Across all courses, students must comply with DGS grade requirements.

Requirements for the PhD degree must be successfully completed **within 7 years of the term of admission** for all students, consistent with policies of the DGS. This limit *is* extended for *approved medical and parental leave*s (but not other types of temporary academic leave). Students may petition the DGS to extend this limit for other reasons but require the support of their advisor, the Director of the CPSY Program, and the CPHS Department Head, who will confer with the full CPSY faculty before offering their endorsement of the petition. Extensions are not guaranteed.

Requesting an "I" (Incomplete) Grade in a Course

Per the Office of the Registrar, "A grade of 'I' (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion." Incompletes shall only be granted when the instructor determines that the student meets criteria defined within the policy found here. As noted by the Office of the Registrar, "instructors are under no obligation to grant students an incomplete grade if in their judgment the [stated] criteria…are not met." **Students must initiate the request for an incomplete** by completing a web-based form found on the policy page **by no later than 5:00pm on the last day of finals week**. This form does not open until the end of Week 7 of each term. In addition to this form, per the policy, "An Incomplete shall not be recorded by the instructor unless a *contract* between the instructor and student has been completed and filed appropriately. Faculty will receive an auto-generated email after the student submits their request. At the top of the email will be a link labeled "Instructor Response." Faculty must click on

this link and respond to questions, including what work remains to be completed and by what date the student has agreed to complete the work; this "instructor response" serves as the *contract*.

Under extremely rare circumstances (e.g., a student is hospitalized and is too ill to submit the request form), an instructor may complete this step on behalf of the student by completing an alternate form found here.

Temporary Academic Leave

Students may apply for a **maximum of 6 terms** of **on-leave status** via GradWeb for reasons including, but not limited to, a personal health/medical condition, experiencing a family emergency (including the health/medical issue of a family member), and parenting needs during the 12 months immediately following a child's birth or placement in the home. The time limit for program completion may or may not be extended, and students should consult the relevant DGS policy for more information. Students with a current GE appointment also need to apply for temporary leave from their GE duties.

Up to 3 additional terms of on-leave status may be granted to students who defend (i.e., successfully complete the oral defense of their dissertation), submit (as a final document to the DGS, within 2 weeks following the oral defense), and receive final approval of the dissertation from the DGS prior to departing for the **predoctoral psychology internship**. Only graduate students who are in satisfactory academic standing are eligible for on-leave status. Students who have not been granted on-leave status must continue to fulfill the continuous enrollment requirement by registering for a minimum of 3 credits per term (excluding summer term) while on internship. Students who are enrolled in dissertation credits (CPSY 603) to complete work on their dissertation while on internship are *not* considered to be on-leave and are responsible for the cost of associated tuition.

Students who decide to return from leave *earlier* than initially intended must email the DGS to revise their term of return. Students who need to *extend* their period of leave must submit a new on-leave request form.

Complete Withdrawal from the Program

Students may decide to completely withdraw from the CPSY program for a variety of reasons. Withdrawing from the program includes withdrawing from classes (see Step 6 below). Students are both academically and financially responsible for all classes in which they register *until they withdraw*. GEs must be enrolled as full-time students, therefore a GE who does a complete withdrawal from classes is no longer eligible to be a GE for that term. Students who withdraw from classes are no longer able to use university services to which they previously had access. Withdrawing from classes can have multiple additional significant implications (e.g., loss of insurance coverage, loss of tuition waiver, possible need to repay financial aid, visa implications for international students). It may not be possible for a student to easily return to the program after completely withdrawing. Thus, the decision to completely withdraw should only be made if a temporary leave has been considered and cannot achieve the same goals as withdrawal.

Students who intend to completely withdraw from the program **must take the following steps, in order**:

1. Consult with the Registrar's Office and the DGS regarding financial and other implications of withdrawal. International students should also consult with International Student and Scholar Services regarding visa and other implications. Take notes on every consultation to discuss with their advisor.

2. Consult with their advisor (and, if desired, the Director of the CPSY Program) to explore the pros and cons of withdrawing vs. taking a temporary academic leave.

3. If engaged in a clinical experience, notify their direct supervisor(s) and, as applicable, the practicum/site director *as soon as the decision is made to withdraw*. Regardless of the circumstances prompting the withdrawal, an appropriate amount of notice (*minimum of 3 weeks*) must be given to ensure *ethical termination with clients*, which includes developing a plan to provide continuity of care with a new provider, informing the client of the upcoming termination, offering the client at least 1 additional individual session after notification, and offering the client the option of having their new provider participate in a final co-therapy session (to facilitate and soften the transition).

4. Officially notify the academic department (including students' advisor, the Director of the CPSY Program, and the Department Head, with a cc to cpsy@uoregon.edu) and the DGS (graduatestudies@uoregon.edu) in writing (i.e., email) of their intent/decision to withdraw.
   - Once the DGS is notified, the Division updates their records and works with the Office of the Registrar to inactivate future registration.

5. If currently employed as a GE, submit a formal letter of resignation to the hiring unit. The letter must include the specific date the resignation will become effective (i.e., the day after students' last planned day of employment).

6. Take required steps to completely withdraw from courses.
   - If a student is leaving *midway through a given term*, they will be withdrawing from current classes.
     - If a student is employed as a GE and they attempt to withdraw from current classes, they may see an alert message that says *"STOP…Our records indicate that your student status does not permit you to continue with this withdrawal process on DuckWeb"* and the student will be informed that they must consult with DGS staff.
     - As notice to the Division should have already been made (Step 4), this involves following up to verify that a withdrawal has been approved and is being processed.
   - If a student is leaving *at the end of a given term*, that student should only withdraw from any courses for which they might be registered in the *subsequent* (vs. current) term.
     - This can typically be done in DuckWeb without additional interaction with the DGS.

Students who intend to withdraw from the program after completing at least **45 credits** of coursework and who will be in satisfactory academic standing at the time of withdrawal may apply to be awarded a **Master of Education (M.Ed.) in Counseling, Family, and Human Services**. This is a non-clinical degree and requires no practicum experience. This degree is not issued to students continuing in the doctoral program. Students must follow the steps outlined on the DGS's master's graduation checklist for non-thesis master's students to apply for this degree. Application for this degree should occur in the final term of enrollment and must meet the Division's degree application deadline for that term.

Reinstatement to the Program

If a student does not maintain continuous enrollment (e.g., by obtaining approved on-leave) or if they permanently withdraw and wish to return to the CPSY program, they must submit a petition for reinstatement

to the Director of the CPSY Program, who will add their recommendation prior to routing the petition to the CPHS Department Head for their recommendation. The program will then route the petition to the DGS for a final determination. This petition may or may not be approved. If approved, the student may be subject to the requirements for admission and enrollment limitations that are in effect at that time of reinstatement. Reinstatement after a break in enrollment may also result in Oregon resident status being reclassified as non-resident if the student did not reside in Oregon during the break in enrollment.

Availability of Faculty to Students during Summer Term (June 16 – September 15)

Like GEs, most program faculty are "on contract" between September 16 and June 15 each year, meaning that they only receive pay for labor expended during that period. That is, any labor faculty expend over the summer is likely *unpaid* labor.[17] As such, students should expect that the availability of individual faculty members during the summer term will be nominal and/or inconsistent and will vary greatly among faculty members. Students should assume that their advisor (or other faculty) will not be available to meet or to provide feedback on scholarly products (including program-required competency-based portfolio elements) when they are not on contract and plan appropriately.

Requesting a Change in Advisor

Once they enter the program, students are permitted to request a change in advisor, which must be discussed and approved by the CPSY faculty before the change may take effect to ensure that student preferences as well as programmatic needs and faculty workloads are considered. The CPSY annual evaluation form contains a question that asks whether a student would like to discuss a possible advisor change, providing a standardized opportunity for each student-advisor dyad to begin a conversation about making a change in the advising relationship. However, students may make a request to change advisors at any time during the academic year. A change of advisors is most typically requested to increase the alignment between a student and an advisor with respect to their research or clinical focus and/or workstyles. The goal of changing advisors should be to support students in satisfactory academic standing in maximizing their professional development and completing the program in a timely manner.

Students should first engage in collaborative problem-solving efforts to determine if their professional development needs can be met with their current advisor. If, as a result of these efforts, a change of advisor is deemed the only means of having the student's professional development needs met, the **following steps should be taken**:
1. The student should identify one or more possible alternative academic advisor(s) from current CPSY faculty (co-advising options can be considered).
2. The student should initiate a discussion with their current academic advisor, clearly stating their desire to change advisors, articulating the rationale for the requested change, and stating the possible advisor options they have considered. (The student may request that the CPHS Department Head or Director of the CPSY Program join this meeting.)
    a. In advance of meeting with their current advisor, the student may request a meeting with any faculty member currently advising CPSY students. The purpose of this advance meeting will be to help prepare the student to have the discussion with their current academic advisor and should ideally involve behavioral rehearsal (role play of the conversation).
3. The student and current advisor must consult with the potential new advisor if they have not already

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[17] FTE on federal research grants during the summer months does _not_ extend to activities that are *unrelated* to the grants.

been involved in the conversation to determine their availability.

4. The student should submit their request via email to the CPSY APC, noting the name of their current advisor, the name of their potential new advisor, and the date on which the change of advisor would ideally take effect. The current advisor, the potential new advisor, and the CPHS Department Head should all be cc'd on the email.

It is also sometimes necessary for the program to assign a student a new academic advisor if their current advisor leaves the university or otherwise unexpectedly becomes unavailable to fulfill their advising duties. When this happens, the **following steps should be taken**:

1. As soon as is realistically possible after it is known that a change in advisor will be necessary, the original advisor (or the Director of the CPSY Program, if the original advisor is no longer a UO employee) will meet with the Director of the CPSY Program (or another CPSY faculty member, if acting in the stead of the original advisor) and with the student to discuss the student's advising needs and preferences and potential new advisor(s) and co-advising options.
2. These two faculty members will consult with the potential new advisor(s) if they have not already been involved in the conversation to determine their availability.
   a. If this conversation does not result in identifying a new advisor, the first step will be repeated with the student and additional advisor ideas discussed.
3. The original advisor (or Director of the CPSY Program) will submit the request via email to the CPSY APC, noting the name of the original advisor, the name of the potential new advisor, and the date on which the change of advisor will ideally take effect.[18] The student, the potential new advisor, the Director of the CPSY Program (if not the author of the email), and the CPHS Department Head should all be cc'd on the email.

Following the last step in either process above:

1. The Director of the CPSY Program or CPHS Department Head will present the request during an executive session of a faculty/program meeting with a quorum of at least 50% of CPSY program faculty.
   a. During this meeting, the CPHS Department Head and potential new advisor must jointly approve the request or recommend a different solution taking into consideration feedback from the current advisor and other faculty.
2. The student's current (original) advisor and/or new advisor will notify the student of the faculty's decision. If the request is denied, a rationale will be provided.
   a. If a student is dissatisfied with the decision, they are encouraged to share their concern with the COE's Associate Dean for Academic Affairs or the Assistant Dean for Administration/Director for Equity and Inclusion. If the student remains dissatisfied after discussions with COE leadership, they may contact the DGS to inquire about formal grievance procedures.
3. If the change of advisor is approved, the student must email the CPSY APC with the name of their original advisor and the name of their new advisor. The original advisor (if they remain a UO employee), the new advisor, the Director of the CPSY Program, and the CPHS Department Head should all be cc'd on the email.
4. The APC will update program documentation.

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[18] Unless the advisor becomes unavailable between June 15 and September 15 of a given academic year, a new advisor will be assigned within 6 weeks of notification of the need for an advisor change. If a situation arises between June 15 and September 15, the student will be temporarily assigned as an advisee to the CPHS Department Head, the Director of the CPSY Program, or a faculty member receiving summer-term instructional or COE administrative FTE. This advising assignment will remain in effect until faculty are on contract, at which time a permanent advisor will be secured.

Informal Resolution of Concerns and Formal Grievance and Appeal Procedures

The APA Ethical Principles of Psychologists and Code of Conduct, Section 1.04, states that "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." While not all faculty within the CPSY program are psychologists, as a psychology program, CPSY has adopted this model as a guide for **informal resolution** of student concerns. Specifically, the CPSY program asks that students bring their concern to the individual(s) who is(are) involved first, *if an informal resolution appears appropriate*. Most issues can be satisfactorily resolved when students apply the clinical training they have received through the CPSY program and approach issues openly, with a spirit of curiosity and an intent to maintain relationship, and choose to approach and soften into (rather than withdraw from) the understandable anxiety and sense of vulnerability that may arise. It is our individual and collective willingness to be vulnerable in relationships that helps us avoid or repair ruptures and forge deeper understanding and trust.

Students are allowed and encouraged to seek guidance and support from their advisor, the Director of the CPSY program, the DCT, or other trusted faculty members *before* approaching the individual(s) with whom they seek resolution, and students can decide if they would like to have another faculty member present during discussions with the individual(s). Presence of another student or a neutral third-party (e.g., someone external to the program or department) *may* be possible under *certain* circumstances, when doing so would not violate federal and state laws concerning the confidentiality of students' records or personal and privileged health information. Students should also avail themselves of the resources available via the UO Student Conflict Resolution Center, which include consultation and conflict resolution coaching. The Ombudspersons office also offers problem-solving resources. If informal resolution with the individual(s) who is(are) involved is *not* successful, students are encouraged to discuss the matter with the Director of the CPSY Program, the DCT, and/or the Department Head. If the Department Head is one of the individuals with whom a student has a concern, students may reach out for guidance from the COE Associate Dean for Academic Affairs and/or the Director for Equity and Inclusion.

The UO student grievance policy also encourages that students "make at least one attempt to resolve the issue informally, if possible, with the person who made the grievable decision, or the academic program, unit or college representatives who are designated to help resolve such issues…The use of informal processes does not prevent the filing of a formal grievance so long as the formal grievance is filed within the applicable time limits."

The COE Diversity, Equity, and Inclusion Committee has compiled resources for students to report actions for which informal resolution would not be appropriate, including reporting of sexual harassment, sexual assault, or prohibited discrimination.

The UO's student grievance policy outlines procedures for filing a formal grievance for circumstances that are not covered by separate policies (see here for a full list of other grievance policies). Thus, this policy applies to the evaluation of **all program requirements** (including competency-based portfolio elements) that occur **outside of courses**. Grievances should be sent via email to the person being grieved against or, if unknown, to the head of that unit or department and include the following information:
- All relevant facts, including the policy or practice that was allegedly violated and/or the decision or action that was deemed to be arbitrary, capricious, or unequal in application.
- The date(s) and person(s) involved.

- All previous informal attempts to resolve the situation (if applicable).
- The desired outcome for resolution.

Unless otherwise specified, students must file a formal grievance following the procedures outlined by the DGS within **45 calendar days** from when they knew or reasonably should have known about the incident or problem giving rise to the grievance.

The COE outlines a specific process for appealing a course grade, which would subsume **competency-based portfolio elements** that are **graded within courses** required by the program.

If a student employed as a GE has **concerns or complaints arising from their employment as a GE,** they are to follow the policies and procedures outlined in the current version of the GTFF CBA.

Student Retention, Academic Probation, and Dismissal

The CPSY program works to provide a supportive learning environment that assures all students develop required competencies in heath service psychology and complete program requirements by the stated deadlines. However, CPSY faculty may not always know when a student needs assistance. Students are expected to speak with their advisor, the Director of the CPSY Program, the DCT, and/or other CPSY faculty and ask for support in meeting required competencies and requirements proactively. As noted by Drs. Anatasia Kim and Alicia del Prado (2019), **asking for help "is an act of courage…[Courage] is a capacity inherent in each of us**…[It] is a mindset, an attitude, and an orientation of the heart that dares to turn toward and soften into our greatest fears, insecurities, and vulnerabilities" (p. 54). Thus, although it is understood that asking for help may feel uncomfortable, perhaps because it has been explicitly or implicitly discouraged in other contexts of your life (including by the norms of one's family and/or culture), within the context and culture of the CPSY program, students are expected to grow their capacity for directly asking for help as part of their professional development.

It is also crucial to establish clear and well-defined processes for when a student does *not* meet expectations for professional competencies and program requirements, as this fosters transparency and fairness as well as underscores the CPSY program's unwavering commitment to the success and growth of every student. These processes allow CPSY faculty to intervene early when students are not meeting requirements and to provide the necessary support and resources to help students regain their academic footing. **The program's foremost goal is *not* to penalize, but rather to empower students to overcome obstacles, refine their skills, and excel in their academic pursuits!** By articulating these processes, CPSY faculty signal our dedication to creating an environment where students can thrive, while also ensuring that academic standards are upheld, maintaining the integrity of our program, and ultimately, producing graduates who are ethical and effective health service psychologists.

Under the current DGS system related to satisfactory progress, if a student does not meet expectations for a program requirement, provided that meeting the requirements is possible, a student will be placed on **academic probation**.[19] *Academic probation is not noted on a student's transcript, and it does not affect*

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[19] The term "probation" is what is currently in use by the DGS, and it is reproduced here to ensure clarity for students on how internal program policies align with DGS policies. However, faculty acknowledge that the concept of "probation" is one with historical roots in the criminal justice system and the term connotes "punishment" (Boretz et al., 2021), which is the *exact opposite* of what this process is meant to achieve. *This step is intended to activate greater supports and planning, to ensure students are successful!*

eligibility for financial aid or scholarships. Academic probation is an ***opportunity for students to receive additional guidance and support*** in meeting program expectations to enhance retention and avoid dismissal.

The **DGS requires** that the program notify the Division of the circumstances that led to the academic probation and provide the student and the DGS with an outline of the requirement(s) for moving out of academic probation status along with the deadline by which each requirement must be met. **APA (2018) accreditation standards require** that the program also document specific guidance provided to students on the steps needed to meet the requirement(s), provided that meeting the requirement(s) is possible. Consistent with this, the outline must articulate specific resources designed to help the student meet each requirement (some of which may be associated with a financial cost, which would be the responsibility of the student).

To ensure the elements required by the DGS and the APA are documented and that expectations and supports for students are clear, the student and the person who initiates placing the student on academic probation (who may be a student's advisor, course instructor, clinical supervisor, the Director of the CPSY Program, DCT, or any other person whose role it is to evaluate a student's professional competencies and fulfillment of program requirements) should co-create a plan for meeting the requirement(s) and document that plan using the **Academic Improvement Plan Form**. The completed Academic Improvement Plan Form **must be submitted via email to the Director of the CPSY Program,** who will submit the form to the DGS, cc'ing the CPSY APC, the faculty member, and the student.

In relation to *any* circumstance in which a student is placed on an academic improvement plan, APA (2018) accreditation standards require that students are subsequently provided with "**substantive, written feedback on the extent to which corrective actions have or have not been successful in addressing the issue of concern**" (p. 20). This written feedback should be prepared by the faculty member who created the academic improvement plan using the **Academic Improvement Plan - APA Required Feedback Form**. The completed form **must be submitted via email to the Director of the CPSY Program,** who will cc the CPSY APC, the faculty member, and the student, and who will take the actions noted in the academic improvement plan **disposition** section of the form.

If a student on academic probation does not meet the requirement(s) in the academic improvement plan on the timeline specified, the program will recommend to the DGS that the student be **dismissed** from the program. A recommendation for dismissal can be appealed following the guidelines on the DGS website. The program may recommend dismissal *without* having first provided the student with an academic probation if the student's actions have led to ineligibility to complete all requirements for the degree (e.g., if they become ineligible to complete practicum or licensure requirements that are required for the degree, such as via a gross violation of the APA ethical standards[20]).

Table 7 lists points at which a student may be placed on academic probation or recommended for dismissal in relation to specific program requirements, which are further described in the *Competency-based Portfolio Element* section. Note, Table 7 is *not* exhaustive. Students may be placed on academic probation and subsequently recommended for dismissal for failing to meet *any* of the program requirements and expectations articulated in this handbook. In particular:

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[20] As one example, 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 recommended for immediate dismissal from the program in accordance with the procedures indicated in this section.

- Students who do not pass a required course with a *B- or better* or *Pass* on the first attempt will be placed on academic probation and required to retake the course. Students who do not pass the course with a *B- or better* or *Pass* on the second attempt will be recommended for dismissal.

- Students who receive a rating of *unsatisfactory* in <u>*any*</u> profession-wide competency <u>*domain*</u> on their annual evaluation will be given an <u>*overall rating*</u> of *unsatisfactory* and be placed on academic probation.

  - Students who are *already on academic probation at the time of the annual evaluation* will be given a rating of *unsatisfactory* in the related profession-wide competency domain(s) and an overall rating of *unsatisfactory*.

Students who are on academic probation and do not meet the conditions of their academic improvement plan by the deadlines stated, such that they will be recommended for dismissal from the program, are **not eligible for a GE appointment** and **will have any existing GE appointment withdrawn** with immediate effect per the conditions of their offer of admission letter.

Table 7. Program Requirements and Related Contingencies if Requirements and Deadlines are Not Met.

Year 1	Year 2	Year 3	Year 4	Year 5
Sept 16, 2024 – Sept 15, 2025	Sept 16, 2025 – Sept 15, 2026	Sept 16, 2026 – Sept 15, 2027	Sept 16, 2027 – Sept 15, 2028	Sept 16, 2028 – Sept 15, 2029

Program Requirement	Unless Otherwise Stated, Deadline by which the *Version that will be Evaluated* Must be Submitted	Consequence if Deadline is Missed or Element Does Not Receive a Passing Score on Stated Attempt
Ethics Competency: Written APA Ethics Exam	By date stated in **CPSY 612** syllabus	1st Attempt: Academic Probation 2nd Attempt: Recommend Dismissal
Research Competency I: Specialty Area Project/Paper (SAP)	Year 1, September 15	*Suggested guideline; no consequence if not met.*
	Year 2, September 15	Academic Probation
	Year 3, December 15	Recommend Dismissal
Clinical Competency I: Adults, Oral and Written Case Presentation	By date stated in **winter term CPSY 690** syllabus	1st Attempt: Academic Probation 2nd Attempt: Recommend Dismissal
Theoretical Orientation Competency I: Application of Theory to Practice	By date stated in **spring term CPSY 690** syllabus	1st Attempt: Academic Probation 2nd Attempt: Recommend Dismissal
Multicultural Competency I: Critical Self-Reflection	By date stated in **fall term CPSY 606: Prac Child & Family** syllabus	1st Attempt: Academic Probation 2nd Attempt: Recommend Dismissal
Clinical Competency II: Child & Family, Oral and Written Case Presentation	By date stated in **spring term CPSY 606: Prac Child & Family** syllabus	1st Attempt: Academic Probation 2nd Attempt: Recommend Dismissal
Clinical Competency III: Assessment	By date stated in **CPSY 622** syllabus	1st Attempt: Academic Probation 2nd Attempt: Recommend Dismissal
Research Competency II: Integrative Psychological Aspects of Behavior Paper	Year 2, September 15	*Suggested guideline; no consequence if not met.*
	Year 3, September 15	Academic Probation
	Year 4, December 15	Recommend Dismissal

Table 7 (cont.).

Year 1	Year 2	Year 3	Year 4	Year 5
Sept 16, 2024 – Sept 15, 2025	Sept 16, 2025 – Sept 15, 2026	Sept 16, 2026 – Sept 15, 2027	Sept 16, 2027 – Sept 15, 2028	Sept 16, 2028 – Sept 15, 2029

Program Requirement	Unless Otherwise Stated, Deadline by which the *Version that will be Evaluated* Must be Submitted	Consequence if Deadline is Missed or Element Does Not Receive a Passing Score on Stated Attempt
Research Competency III: Dissertation Proposal	June 1 of the year *prior to* applying to internship	*Suggested guideline; no consequence if not met.*
	October 15 of the year applying to internship	Not allowed to apply for internship this year. *May* be dismissed if do not apply for internship by Year 6.[21]
Internship Application Materials, including: • CV • Cover letter(s) • Autobiographical and research essays • Theoretical Orientation Competency II: Internship Essay 2 • Multicultural Competency II: Internship Essay 3 • Internship Application Summary of Hours Form* • AAPI with all hours through October 1*	September 16 of the year applying to internship; *Draft to advisor (except for items marked with an *)*	*Advisor may be unable to provide feedback.*
	October 2 of the year applying to internship; *Draft to DCT (of all items)*	*DCT may be unable to provide feedback.*
	October 22 of the year applying to internship; *Final version to DCT (of all items)*	Not allowed to apply for internship this year. *May* be dismissed if do not apply for internship by Year 6.[20]
Research Competency V: Dissertation	June 1 of the year applying to internship	*Suggested guideline; no consequence if not met.*
	Friday of Week 9 of spring term of the year of internship; [see specific date]().	Committee may *not* authorize a summer term defense; continuous enrollment required through defense. *May* be dismissed if completing internship during Year 7.[20]

[21] Students who do *not* apply for the predoctoral internship by the fall of Year 6 or who do *not* hold their oral dissertation defense by Week 9 of spring term of Year 7 (or Week 9 of summer term, if permitted by their committee) will need to submit a [petition to the DGS for an *exception* to the 7-year time limit]() for completion of the degree requirements. *If* a student's petition is rejected by the DGS, they will be recommended for dismissal.

EVALUATION OF STUDENT PROGRESS IN MEETING PROGRAM REQUIREMENTS AND EXPECTATIONS

Students are responsible for monitoring their own progress in completing program requirements and maintaining copies of all documentation. The CPSY APC will formally track students' progress and provides confirmation of requirement completion to the DGS when students apply for advanced degrees.

Students can expect to be provided with both *informal* (undocumented) and *formal* (documented) feedback either of which may be *formative* (i.e., provided en route to completion of a requirement, such as an assignment grade or a mid-year evaluation) or *summative* (i.e., provided following completion of a requirement, such as a course grade or an end-of-year evaluation). Much of this feedback is provided within the context of required coursework and through the completion of competency-based portfolio elements.

Faculty meet annually in spring term to specifically discuss the extent to which students are meeting program expectations across their various training contexts. Students across **all years** of the program **(including those currently on internship**) are expected to complete and submit an **annual self-evaluation** of their areas of strength and areas for growth with respect to profession-wide competencies by no later than **the 2nd Friday of May each year**. Students' self-evaluations will be considered along with feedback from other faculty when advisors complete their **annual evaluation** of students' progress. Annual evaluation meetings with students must be completed, and the associated annual evaluations submitted, by no later than **Friday of finals week** in spring term. Students will also be asked to provide **self-evaluations** in relation to **all practica experiences** and will receive formal formative and summative evaluations by their **primary supervisor** twice during each practicum experience (see *Required Internal and External Practicum Experiences* section for more details). Finally, students are also **evaluated by the DCT** in the **fall term that they are applying to the predoctoral psychology internship**, as part of the application (i.e., the AAPI). Students' annual evaluations, and the evaluation completed by the DCT as part of the AAPI, incorporate feedback from and reflect the evaluation of *all* CPSY faculty, not just a specific student's advisor. If, through this evaluation process, it is determined that a student does *not* meet expectations for a program requirement, steps meant to support student retention will be discussed with the student (see *Student Retention, Academic Warning, Academic Probation, and Dismissal* section).

Students will also be asked to submit the following materials to their advisor **in advance of *all* annual evaluations,**[22] to help their advisor monitor their progress in meeting program requirements and expectations:

o Current (updated within the past month) **CV**.
o **Unofficial UO transcript** documenting all courses completed and grades received to-date.

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[22] Students will be informed of how to submit their materials via an email from cpsy@uoregon.edu at least 1 week in advance of the deadline for submission.

Unless otherwise instructed, students must follow **APA 7th edition style guidelines** in the completion of competency-based portfolio elements and all papers should be **double-spaced** with **1" margins** on all sides and use **12pt Times New Roman** font.

Unless otherwise indicated,[23] the faculty member(s) who evaluate(s) the competency-based portfolio element will submit a copy of the element along with their evaluation to the CPSY APC to be placed in students' files as proof for APA accreditation that students have meet each competency.

See **Table 7**, which enumerates all competency-based portfolio elements and other important program milestones, as well as contingencies for not completing these elements on the required timeline. **Table 8** below indicates the *ideal sequence* in which these elements are completed. However, students *may* begin work on Research Competency II, even if Clinical Competency III has *not* yet been completed, provided that all other stated conditions are met. *All other competency-based portfolio elements must be completed in the sequence indicated.*

Table 8. Timing of Competency-based Portfolio Elements and Other Important Program Milestones.

Competency-based portfolio elements and other important milestones	When this element is completed[1]
1. Ethics Competency: Written APA Ethics Exam	CPSY 612
2. Research Competency I: Specialty Area Project/Paper (SAP) *(master's thesis equivalent)*	Ideally by September 15 of Year 1; *by no later than September 15 of Year 2*
3. Clinical Competency I: Adults, Oral and Written Case Presentation	CPSY 690 (winter)
4. Theoretical Orientation Competency I: Application of Theory to Practice	CPSY 690 (spring)
5. Multicultural Competency I: Critical Self-Reflection	CPSY 606 (fall)
6. Clinical Competency II: Child & Family, Oral and Written Case Presentation	CPSY 606 (spring)
7. Clinical Competency III: Assessment	CPSY 622
Apply for conferral of the Master of Science	After passing the Child and Family practicum
Must have taken at least 3 of the following—CPSY 621 (spring Year 1), SPSY 652 (fall Year 2), SPSY 651 (winter Year 2), CPSY 635 (spring Year 2)—before beginning work on Research Competency II	
8. Research Competency II: Integrative Psychological Aspects of Behavior Paper *(comprehensive exams equivalent)*	Ideally by September 15 of Year 2; *by no later than September 15 of Year 3*

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[23] Students only submit a copy of the evaluation form for **Multicultural Competency I** to the CPSY APC.

Table 8 (cont.).

	Apply to advance to candidacy	*Immediately* after completing Research Competency II, provided that all *required coursework* as specified in the *Apply to Advance to Candidacy* section of this handbook has been completed.
	Request appointment of dissertation committee	*Within 3 months of advancing to candidacy*; at least 12 weeks before planned defense of Research Competency III to ensure sufficient time for DGS approval of the committee.
9.	Research Competency III: Dissertation Proposal	Ideally by June 1 of the year *prior to* applying to internship; b*y no later than* October 15 of the year applying to internship
10.	Theoretical Integration Competency II: Internship Essay 2	Draft to advisor by September 16; draft to DCT by October 2; final version to DCT by October 22 of the year applying to internship
11.	Multicultural Competency II: Internship Essay 3	Draft to advisor by September 16; draft to DCT by October 2; final version to DCT by October 22 of the year applying to internship
12.	Research Competency IV: Dissertation	Ideally by June 1 of the year applying to internship; by no later than Friday of Week 9 of spring term of the year of internship; see DGS deadlines
	Pre-doctoral internship	Ideally during the 5th or 6th year; by no later than the 7th year.*
	Commencement	Spring term of the year of internship, contingent on completion of the dissertation defense.**
	Conferral of the PhD	The date stipulated by the Registrar following students' completion of their final program requirement.** Students *who have had their final dissertation accepted by the DGS* are eligible for the spring term date if their internship ends by June 30 or the summer term date if their internship ends by September 15.

Note. Students who successfully petition to waive a required course (based on completion of an equivalent course through another institution) do not waive the course-linked portfolio element. Students are responsible for making arrangements with the course instructor to complete the portfolio element during the same term students would otherwise be expected to enroll in the required class.

*All program requirements must be completed within 7 years of admission to the program.

**If a student is not able to defend their dissertation by the *spring term* DGS deadline while on internship, they *are* still allowed to participate in commencement provided that they have scheduled their defense for the *summer term* with the explicit, unanimous support of *all* members of their dissertation committee. If one or more members of the student's dissertation committee is *unavailable* for a *summer term* defense, the student *would not* be allowed to participate in commencement and *would* be required to maintain continuous enrollment until passing the dissertation defense. See *Availability of Faculty to Students during Summer Term (June 16 – September 15)* section and the *Commencement (Graduation) and Conferral of the Advanced Degree (PhD)* section for more information.

1. Ethics Competency: Written APA Ethics Exam

The ethics competency (written APA ethics exam) is embedded within *CPSY 612: Professional Ethics* and evaluated by the course instructor. Evaluation criteria can be found on the CPSY Program Community Canvas site. This competency is designed to assess students' ethical decision-making and readiness to begin work with clients and engage in clinical research. Students are presented with a written case vignette and are expected to respond to all evident dilemmas, outlining a clinical plan. In total, students will have 45 minutes to read the vignette and write a response to the dilemma(s) presented. Students are referred to the CPSY 612 syllabus for further details.

This portfolio element must be passed *prior to* enrolling in *CPSY 690: Adult Practicum* or the associated supervision course (*CPSY 606: Prac Adults*). Students who successfully petition to waive or formally transfer credits for equivalent coursework taken at another institution (i.e., who do *not* enroll in CPSY 612) are still required to complete the written APA ethics exam. Students *not* enrolled in CPSY 612 should contact the instructor prior to or at the start of fall term of the year they enter the program to establish when they can complete the exam.

2. Research Competency I: Specialty Area Project/Paper

For the first research competency, students must complete an independent quantitative pre-dissertation research project, the rationale, method, results, and implications of which are documented in an APA-style publication-quality manuscript (which is collectively referred to as the "SAP"). The SAP is evaluated by students' advisor. Evaluation criteria can be found on the CPSY Program Community Canvas site. To meet expectations on the SAP, students must *also* ensure they have fully addressed all elements in the SAP checklist (also available on the CPSY Program Community Canvas site), which guides faculty in their evaluation of the SAP. The SAP is designed to assess students' quantitative research design and methodological competencies and readiness to engage in dissertation-level research (i.e., completion of the SAP is required before students may advance to candidacy). The SAP is considered the equivalent of a master's thesis; however, it does not formally constitute a master's thesis as defined by the DGS.

Student are expected to have completed the Collaborative Institutional Training Initiative (CITI) training in the protection of human research subjects for social-behavioral-educational researchers *before* they begin work on their SAP. Historically, this training is completed while enrolled in EDUC 612 during students' first term in the program; students who successfully petition to waive EDCI 612 or formally transfer credits from another institution for an equivalent course are still required to complete the CITI training in the protection of human research subjects. Students who completed CITI training at another institution are likewise still required to complete the required CITI training at UO. Note, this training must be renewed every 2 years.

Students must take care to determine if their proposed research constitutes human subjects research. All SAP projects constitute *research*, but not all SAP projects involve *human subjects*. The UO has created a worksheet to help make this determination which students should complete and discuss with their advisor before conducting any research. Secondary data analysis of *fully deidentified data* wherein *students have no interaction with (and apply no intervention to) participants* does not constitute human subjects research. However, secondary data analysis of data that contains participant identifying information does constitute human subjects research. Research that meets the definition of human subjects research (or, in cases where the entity that owns the data that students will use for their project sets IRB approval as a requirement) will need to be approved as an exemption or full proposal by the UO institutional review board (IRB) before

students may conduct their project. The time it takes for the IRB to conduct its review, which can be lengthy, should be factored into students' timeline for completion of their SAP.

See **Table 8** for the *ideal* and *definitive* deadlines for submission of the final version for evaluation; see **Table 7** for contingencies that will be applied if the definitive deadline is not met.

Students should expect that they will need to produce **multiple iterative drafts** of the SAP, with each iterative draft **incorporating feedback from their advisor**, to prepare a SAP that will receive a passing score. It is expected that advisors will inform the student when the SAP is "ready" for evaluation (i.e., that the document sufficiently demonstrates the required professional competencies to receive a passing score). Students who submit a version of their SAP that is not ready for evaluation are considered to have not met the deadline and will be placed on academic warning. Students who submit their SAP for evaluation without having solicited and incorporated feedback from their advisor, and without their advisor having informed them that the SAP is ready for evaluation, significantly increase their risk of receiving a non-passing score and being placed on academic warning.

Thus, owing to the increased demands that are typical in the second year of training, and given that most faculty are not on-contract between June 16 and September 15 each year, students are ***strongly encouraged to complete the SAP*** as soon as feasible during their **first year**. Completion of the SAP during students' first year requires that students meet with their advisor early in fall term to discuss SAP topic ideas and decide on an existing dataset with which to conduct a secondary data analysis. Students' SAP topic and specific research questions must be approved by their advisor prior to beginning work on the SAP.

Students who protect time in their schedules to work on their SAP at least weekly until its completion and develop a schedule of deadlines with their advisor for iterative progress (to create accountability) tend to complete the SAP in the most time-efficient manner. This schedule is best developed by working backwards from the date students wish to submit their SAP, determining how many intermediate steps toward a complete draft are necessary, and then determining how much time their advisor needs to provide feedback on each draft. Intermediate steps may include drafting a given section (i.e., introduction, method, results, discussion), portions thereof, or actions that support writing (e.g., literature review, consulting with a statistician, conducting analyses).

When the SAP is ready for evaluation, students should email a final version of their SAP along with a copy of the evaluation form and the checklist to their advisor.

The advisor or other faculty member(s) providing an evaluation of the SAP should email a copy of the completed SAP, grading rubric, and evaluation form to cpsy@uoregon.edu for the student's file by no later than 3 weeks following its submission, provided that it was submitted between September 16 and May 25. For SAPs that are submitted between May 26 and September 15, faculty have until **October 7** to complete their evaluation. The student should be cc'd on this email to provide notification of their score, and so that they have all related documents in case needed for later licensure, and so that they have all related documents in case needed for later licensure.

As it is hoped that students will submit their SAP for publication, students should register for an Open Researcher and Contributor ID (ORCID iD) number at this point, if they do not already have one. An ORCID iD is a persistent, unique digital identifier that allows research from a given individual to be easily distinguished from research by other individuals with the same or similar names. Individuals with an ORCID iD can set up a

profile page with a biography and that list their education, employment, scholarly works, professional activities, and grant funding, as well as create links to other professional websites and social media accounts. As such, an ORCID profile can be useful for networking and at the point of applying to jobs. In relation to the SAP, specifically, APA journals (and many others) require individuals to provide their ORCID iD as part of the manuscript submission process. As students are *required* to register for an ORCID iD to submit their dissertation, registration at the point of the SAP maximizes its usefulness.

Prior to publication, students are strongly encouraged to present their SAP research via a regional (e.g., WPA) or national conference (e.g., APA). Taking this step helps ensure students fulfill the profession-wide *research* competencies requirement to present **at least 1 poster or paper** (e.g., present as part of a symposium) **at a regional, national, or international conference** (see **Table 4**).

3. Clinical Competency I: Adults (Oral and Written Case Presentation)

The first clinical competency (an oral and written case presentation of an adult client) is embedded within the winter term of *CPSY 690: Adult Practicum* and evaluated by the course instructor. Evaluation criteria can be found on the CPSY Program Community Canvas site. Details for the case presentation are provided in the course syllabus. This competency-based portfolio element must be passed to pass the Adult Practicum sequence.

4. Theoretical Orientation Competency I: Application of Theory to Practice

The first theoretical orientation competency (application of theory to the treatment provided to an adult client) is embedded within the spring term of *CPSY 690: Adult Practicum* and evaluated by the course instructor. Evaluation criteria can be found on the CPSY Program Community Canvas site. Briefly, students must choose one adult client with whom they have worked with for a minimum of 5 sessions and write a cohesive narrative 10 – 12 pages in length that addresses a set of specific prompts regarding how a named theory (or integration of multiple theories) and the unique client's strengths, needs, abilities, and preferences were used to guide the client's case conceptualization, creation of therapeutic goals, understanding and use of therapeutic process, selection of therapeutic interventions, and related client outcomes. Students must also produce a figure depicting their case conceptualization that includes the external (ecological, social) and internal (biological, cognitive, affective) factors students belief predisposed the client toward, or served to precipitate and/or continue to perpetuate, the client's present distress and/or functional impairment. Further details are provided in the course syllabus. This competency-based portfolio element must be passed to pass the Adult Practicum sequence.

5. Multicultural Competency I: Critical Self-Reflection

The first multicultural competency (a critical self-reflection of students' self-identities, family of origin, cultural background, and growth in multicultural competencies as an emerging professional with a focus on parenting philosophies and work with clients on shaping their parenting behaviors) is embedded within the fall term of *CPSY 606: Prac Child and Family* course and evaluated by the course instructor. Evaluation criteria can be found on the CPSY Program Community Canvas site. Details regarding this competency-based portfolio element are provided in the course syllabus.

6. Clinical Competency II: Child & Family (Oral and Written Case Presentation)

The second clinical competency (an oral and written case presentation of child or parent client or family system client) is embedded within the spring term of the *CPSY 606: Prac Child and Family* course and evaluated by the course instructor. Evaluation criteria can be found on the CPSY Program Community Canvas site. Details for the case presentation are provided in the course syllabus. This competency-based portfolio element must be passed to pass the Child and Family Practicum sequence.

Applying for the Advanced Degree (M.S.) in Counseling Psychology

Students are eligible to apply for an M.S. as a passing degree en route to the doctoral degree after completing successfully passing Research Competency I (i.e., the SAP) and both required internal practica.

Students must confirm with the CPSY APC that the **approved** copies of their **program plan** and **Research Competency I** are in their student file *before* they apply for the M.S., as the CPSY APC cannot confirm eligibility for the degree without these items.

Students must formally apply for their advanced degree (M.S.) in GradWeb by the 2nd Friday of the term in which they hope to have it conferred. Students must meet minimum enrollment requirements in the term in which they apply for the degree (see *Enrollment and Degree Completion* section).

Students must take care to ensure **all required credits *for any variable-credit courses*** as specified in their program plan have been taken and any **incompletes ("I" grades)** on their transcripts are *changed to a passing grade* before the end of the term the M.S. is to be awarded, as variable credits **cannot be changed** and any incompletes remaining on the transcript once the degree is issued ***cannot* be removed**.

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7. Clinical Competency III: Assessment

The third clinical competency (conducting a comprehensive assessment and producing an integrated report) is embedded within *CPSY 622: Psychological Assessment* and evaluated by the course instructor. Evaluation criteria can be found on the CPSY Program Community Canvas site. Details for the case presentation are provided in the course syllabus.

8. Research Competency II: Integrative Psychological Aspects of Behavior Paper

For the second research competency, students must **independently** write (*without* iterative review by their advisor) an *integrative* and *comprehensive* literature review 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, which is evaluated by students' advisor. Evaluation criteria can be found on the CPSY Program Community Canvas site. This literature review (more commonly referred to as the "Aspects Comp") must be **20 – 25 pages in length, not including the title page, abstract, or references**. 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, and student and advisor preferred methodological tradition. As in submitting manuscripts for publication, attending to page ranges and limits is an essential skill and standard of practice in the profession.

Students are encouraged to focus on a topic that can inform and contribute to the literature review for their

dissertation. Students' Aspects Comp topic must be approved by their advisor prior to beginning work on the Aspects Comp (in addition to meeting the criteria stated below). Students are encouraged to discuss the general parameters of previously successful "Aspects Comps" with their advisor before beginning work. Some papers, for instance, utilize a format such as this: Introduction (problem definition, etiology, epidemiology, etc.) (2 – 3 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); Critique, Conclusions and Recommendations for future research (3 – 4 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.

Students may not begin the Aspects Comp until they have passed the Research Competency I and successfully completed at least **three of the four required aspects of behavior 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*). Most students can meet these requirements by the end of spring term of their second year. Students typically utilize the summer to complete this portfolio element; however, students may begin work as soon as the conditions outlined above are met.

See **Table 8** for the *ideal* and *definitive* deadlines for submission of the final version for evaluation; see **Table 7** for contingencies that will be applied if the definitive deadline is not met.

The advisor or other faculty member(s) providing an evaluation of the Aspects Comp should email a copy of the completed Aspects Comp and evaluation form to cpsy@uoregon.edu for the student's file by no later than 3 weeks following its submission, provided that it was submitted between September 16 and May 25. For Aspects Comps that are submitted between May 26 and September 15, faculty have until **October 7** to complete their evaluation. The student should be cc'd on this email to provide notification of their score, and so that they have all related documents in case needed for later licensure, and so that they have all related documents in case needed for later licensure.

Apply to Advance to Candidacy

Advancement to Ph.D. candidacy requires that students have demonstrated competency across the domains of professional standards, scholarly communication, and educational inquiry. In the CPSY program, coursework and specified elements in competency-based portfolio elements are used to determine readiness for advancement to candidacy and readiness to initiate the dissertation research project. Specifically, students must have completed **all required coursework** stipulated in their program plan **except for**: *CPSY 654: Supervision and Consultation; CPSY 606: Prac Extern; CPSY 603: Dissertation.* Additionally, students must successfully pass **Research Competency II** (i.e., the Integrative Psychological Aspects of Behavior Paper) before applying to advance to candidacy. Given the progression of training, it is **required that students will have passed all other competency-based portfolio elements up through up through Clinical Competency III en route to completing Research Competency II.**

To request advancement to candidacy, students must complete the Advancement to Candidacy Form, have the form signed by their advisor, and then submit the completed form to the CPSY APC. The CPSY APC will record the completion of each requirement in GradWeb. The request is then reviewed and approved by the DGS, after which the student will receive an email confirming that they are officially advanced to candidacy.

Requesting Appointment of the Dissertation Committee

Students must obtain agreement from all faculty members who will serve on their dissertation committee **within 3 months of advancing to candidacy** and by **no later than 12 weeks prior to when students plan to defend their dissertation proposal**, to ensure sufficient time to receive approval of the committee from the DGS. See *Formation of the Dissertation Committee* in the *Research Competency III: Dissertation Proposal* section for more information.

Preparing to Apply for Internship

Students must notify their advisor and the DCT of their intent to apply for internship by no later than **Friday of Week 1** of the **spring term prior to when they want to apply**, so that their advisor and the DCT can:
- Consult with CPSY faculty to make a determination as regards students' readiness to apply for internship.
- Be prepared to complete standardized reference forms required for the AAPI application.
- Provide students with other AAPI application support, including reviewing draft materials and scheduling faculty- and peer-led preparation sessions.

9. Research Competency III: Dissertation Proposal

For the third research competency, students must complete a sequence of interrelated tasks, which *may only begin after students have advanced to candidacy*:
1. collaboratively decide on a dissertation topic with the intended chair of their dissertation committee,
2. form their dissertation committee,
3. produce a written dissertation proposal,
4. schedule a dissertation proposal defense date, and
5. verbally present an abbreviated version of the dissertation proposal (supported with PowerPoint slides) to their dissertation committee, responding to all questions.

Selection of a Dissertation Topic

Students should ideally begin work on the dissertation proposal immediately after advancing to candidacy. If all recommended (or required) timelines are followed, this should occur by no later than the fall term of students' 4th year. Students should enroll in *CPSY 603: Dissertation* credits in all terms they complete work on their dissertation proposal (and dissertation) to ensure they meet the minimum dissertation credit and continuous enrollment requirements set by the DGS. Students making satisfactory progress toward the completion of the dissertation, as determined by their advisor, will receive a grade of *P* (pass).

The dissertation must be an empirical, integrative investigation that makes a unique contribution to the existing knowledge base and shows mastery in a topic area related to the field of health service psychology. Students must select a topic area and use research methods that are approved by, and within the general expertise of, the faculty member who will be the **chair of their dissertation committee**, which *with very limited exceptions* is their **advisor**. Students must also only utilize methods for which they have (or have a plan to acquire) sufficient training and that can be adequately supervised by the intended members of their

dissertation committee. Students must have fully articulated their dissertation topic (i.e., their broad research questions) and secured the approval of their intended dissertation committee chair prior to taking steps to officially form their committee.

Note, as with the SAP (Research Competency I), students must take care to determine if their proposed research constitutes human subjects research. All dissertation projects constitute *research*, but not all dissertation projects involve *human subjects*. The UO has created a worksheet to help make this determination which students should complete and discuss with the intended chair of their dissertation committee before conducting any research. Secondary data analysis of *fully deidentified data* wherein *students have no interaction with (and apply no intervention to) participants* does not constitute human subjects research. However, secondary data analysis of data that contains participant identifying information does constitute human subjects research. Research that meets the definition of human subjects research (or, in cases where the entity that owns the data that students will use for their project sets IRB approval as a requirement) will need to be approved as an exemption or full proposal by the UO IRB before students may conduct their project. Dissertation committee members will expect to see that students have received initial IRB approval by the time of the dissertation proposal defense even if a modification is needed as a result of suggestions made by the committee during the defense. The time necessary for IRB review can be quite lengthy, so students should begin that process as far in advance as possible.

Regardless of whether their research constitutes human subjects research, students should ensure that their CITI training in the protection of human research subjects is current (i.e., not expired) before beginning work on their dissertation. This training must be renewed every 2 years.

Formation of the Dissertation Committee

To avoid possible complications that could delay students' ability to defend their dissertation proposal, students should first consult DGS's policies for how many dissertation committee members are needed and who may serve as a member and in what role(s). Students must discuss with the intended chair of their dissertation committee (and their advisor, if this person is not going to be the chair of their dissertation committee) who they would like to ask to serve on their dissertation committee and obtain the chair's (and their advisor's) express permission *before* approaching potential committee members. Students should email individual potential dissertation committee members, describing (a) the general topic of students' dissertation, (b) their proposed timeline for defending their dissertation proposal, and (c) their proposed timeline for the final dissertation defense, and asking if they would be willing to serve on the committee, specifying in what role. Faculty need this information to know if they are a good fit for students' committee and if this commitment is possible for the faculty member given other known and anticipated commitments.

Students should plan to obtain agreement from all faculty members who will serve on their dissertation committee **within 3 months of advancing to candidacy** and by **no later than 12 weeks prior to when students plan to defend their dissertation proposal** to ensure sufficient time for the DGS to approve the committee. **The committee must be approved by the DGS before the dissertation proposal defense can be held.** Once all requisite faculty members have agreed to serve on students' committee, students should complete the Dissertation Committee Appointment Recommendation form, secure their advisor's signature and the CPHS Department Head's signature, and submit the completed form to the CPSY APC who will submit the form via GradWeb. The DGS will review students' proposed committee and email the student notifying them if their committee is approved. Note, the DGS sometimes *denies approval* for a committee member, thus requiring the student to find a substitute. This is why it is imperative to begin the committee formation process early.

Also note, per DGS's policies, students' dissertation committee must be on file no later than 6 months prior to the final *dissertation oral defense* (not to be confused with the dissertation *proposal* defense).

Preparation of the Written Dissertation Proposal

Specific expectations for the dissertation proposal and the dissertation vary across faculty and are heavily influenced by methodological tradition. Each section of the final dissertation (e.g., introduction, method, results, discussion) must be its own chapter. In general, the dissertation proposal constitutes the first two or three chapters of students' dissertations—the *introduction*, which articulates the theoretical and empirical rationale for the project and the specific research questions that will be interrogated, and the *method*, which describes the intended or actual sample, procedures, and measures, and elaborates the intended plan (and any necessary alternative plans) for assessing and addressing missingness within the data and analyzing the data to answer the research questions.

As there is variability, students must confirm the specific expectations for the dissertation proposal with their dissertation committee chair before beginning work on the document. For example, some dissertation committee chairs may require students to provide a separate literature review section that precedes the introduction. Other dissertation committee chairs may require students to elaborate limitations to the methodology (which typically appear in the *discussion* chapter) in their proposal. Some dissertation committee chairs require that students complete the [prefatory pages](#) that are required for the final dissertation and submit these with the dissertation proposal.

Unless otherwise directed by their dissertation committee chair, students are expected to adhere to the most recent [Electronic Thesis or Dissertation (ETD) style guidelines](#) (as interpreted by the DGS) for the formatting of their dissertation proposals, as this formatting will be required for the final dissertation. Students are expected to follow 7th edition APA style guidelines for all elements of style that are not specifically addressed within the ETD guidelines.

As the dissertation proposal requires students to articulate their data analytic plan, students should plan to utilize [data services consultations](#) available via the UO Library for both quantitative and qualitative projects during the writing process. Data services consultants may not be able to assist with [different qualitative data analysis software](#) packages; thus, students completing a qualitative project may need to seek alternate consultation services.

Students can expect that it will take a *minimum* of two terms of consistent (daily) effort to produce a complete dissertation proposal. Of course, more time may be needed depending on a host of factors. It is ultimately up to the chair of the student's dissertation committee to determine when a dissertation proposal is ready for defense. Students can expect that their committee chair will need to review *multiple* drafts of the dissertation proposal (or sections thereof) before they grant permission for the dissertation proposal to be submitted to the rest of the dissertation committee. Students should consult with their dissertation committee chair about how much time will be needed for them to provide their review/feedback at each stage, and students should factor this into their timeline. Because most faculty are not on contract between June 16 and September 15, students who have not submitted a complete draft of the dissertation proposal (i.e., one that includes all sections and information required by the advisor) by **May 1 of the calendar year they intend to apply for internship** may not be allowed to schedule a dissertation proposal defense date on or before October 15 and, therefore, will have to defer applying to internship for 1 year.

Scheduling the Dissertation Proposal Defense Date

The timing of the dissertation proposal defense must be considered in the context of requirements for applying to internship and the availability of students' advisors to provide feedback on the dissertation proposal document. Students must defend their dissertation proposal by **October 15th** of the year they apply for internship, as this is when students' AAPI (internship) applications are certified by the DCT. However, students are *strongly encouraged* to schedule their dissertation proposal defense for spring term of the calendar year they apply to internship. This ensures students are not simultaneously having to work on their dissertation proposal *and* their internship applications over the summer months, as both tasks require a significant time commitment.

The dissertation proposal defense must be scheduled during the 11 weeks of fall, winter, or spring terms. The dissertation proposal defense may *not* be scheduled for university holidays during these terms or during academic breaks between these terms. Exceptions to this policy are possible with the explicit advance approval of students' dissertation committee chair (which is typically their advisor) and all other members of that student's dissertation committee.

Per the DGS, "The preferred, best practice is to have the student and all members of the dissertation committee physically present at the dissertation proposal defense." However, if a time cannot be determined that works for all committee members, with the explicit advance permission of the committee chair, one core member (not the committee chair or the institutional representative) may waive their attendance and submit questions/feedback in writing. It is likewise allowed for the student and/or one or more committee members to participate in the dissertation proposal defense remotely. For fully remote or hybrid defenses, all additional conditions stipulated by the DGS (in relation to the oral dissertation defense), must be met, including that all visual aids (e.g., students' PowerPoint presentations) are distributed to members of the committee (preferably 1 week) in advance.

The amount of time scheduled for the dissertation proposal defense is at the discretion of the committee chair. It is typical that committee chairs will ask students to reserve either 60 minutes or 90 minutes for the meeting to allow sufficient time for all required activities (see *Expectations for the Dissertation Proposal Defense* section). Students should confer with the chair of their dissertation committee regarding their scheduling preferences and availability before proposing dates and times to other members of their committee. Most UO faculty use Outlook to maintain their work calendars, so students are encouraged to use Outlook's scheduling poll option when suggesting possible times. Students should also send an Outlook calendar invitation to all committee members as soon as the final date has been selected, to ensure committee members protect that time in their schedules. Students who need to reserve a room for their dissertation proposal defense should email the CPSY APC to place a room request. The Outlook calendar invitation should clearly specify if the dissertation proposal defense will be held in-person, fully remotely, or as a hybrid of the two, and by including *all* relevant location information (e.g., building and room number and/or Zoom link) in the location line of the calendar invitation.

Students must email their completed dissertation proposal to their entire committee by no later than 2 weeks prior to the date of the dissertation proposal defense, to allow the committee members time to read the proposal and prepare questions and comments. A copy of the dissertation proposal and accompanying PowerPoint presentation should ideally be added to the Outlook calendar invitation as well.

Expectations for the Dissertation Proposal Defense

The dissertation proposal defense typically lasts between **60 – 90 minutes**, during which time students give an oral presentation of their proposal (between 20 – 30 minutes), engage in a question-and-answer period (between 20 – 30 minutes), and are then excused (or asked to remain in the main Zoom room while the committee adjourns to a breakout room), so there can be an executive meeting of the committee (10 – 20 minutes). The committee then invites the student to return (or rejoins the student) to convey the committee's decision as to whether the student passed the proposal defense and to convey substantive modifications the committee expects to see for the dissertation document (10 minutes). All students should expect that there will be modifications requested by their committee. Students should establish who (i.e., the student or the committee chair) will take notes documenting the modifications requested by the committee, as students are expected to summarize and synthesize these requests into an MOU. Students are strictly prohibited from providing any food or beverage whatsoever (even water bottles) for committee members at the dissertation proposal defense.

Students should complete the [Dissertation Proposal Approval Form](#) (with the exception of committee signatures) and send a copy to their committee chair prior to the start of the dissertation proposal defense. When held fully or partially in person (i.e., a hybrid meeting), students should also bring a printed copy to the completed Dissertation Proposal Defense Approval Form to the meeting. When held fully remotely, it is the responsibility of the committee chair to circulate the form electronically following the dissertation proposal defense or to delegate this responsibility to the student. Each committee member must sign the form to signify approval of the dissertation proposal. Students should check with their committee chair to determine who (i.e., the student or the committee chair) will submit the completed form to the CPSY APC.

Expectations Following the Dissertation Proposal Defense

Students must prepare an [MOU](#) that summarizes the feedback provided by members of students' dissertation committee during the defense of students' dissertation proposal. As part of the MOU, students must document any modifications to the proposed dissertation project that were requested by committee members, decisions made during the dissertation proposal defense regarding how to address committee members' feedback, and recommendations made by committee members for the final dissertation document. The MOU must be submitted to the chair of the student's dissertation committee for the chair's review and approval **within 2 weeks of the dissertation proposal defense date**. The final chair-approved version of the MOU must be sent to each dissertation committee member **by no later than 3 weeks following the dissertation proposal defense date**.

10. Theoretical Orientation Competency II: Internship Essay 2

The second theoretical orientation competency is completed during the process of applying for internship and evaluated by the DCT. Students must produce an essay of 500 words or less responding to the prompt as stated in the AAPI, which currently reads, "Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose." Students must submit this competency-based portfolio element to their advisor by **no later than September 16** in the year they apply for internship. Advisor feedback should be incorporated into a revised version that is submitted to the DCT by **no later than October** 1 in the year students apply for internship. The DCT will grade this portfolio element as *pass/no pass*. Although students may receive a passing grade, they are still strongly encouraged to incorporate all feedback provided by the DCT into the final version

that they submit as part of their AAPI. The final version of this essay should be submitted to the APC to be placed in the student's file by **no later than October 22** of the year a student applies to internship.

11. Multicultural Competency II: Internship Essay 3

The second multicultural competency is completed during the process of applying for internship and evaluated by the DCT. Students must produce an essay of 500 words or less responding to the prompt as stated in the AAPI, which currently reads: "Describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural/ diversity issues influence your clinical practice and case conceptualization." Students must submit this competency-based portfolio element to their advisor by **no later than September 16** in the year they apply for internship. Advisor feedback should be incorporated into a revised version that is submitted to the DCT by **no later than October 1** in the year students apply for internship. The DCT will grade this portfolio element as *pass/no pass*. Although students may receive a passing grade, they are still strongly encouraged to incorporate all feedback provided by the DCT into the final version that they submit as part of their AAPI. The final version of this essay should be submitted to the APC to be placed in the student's file by **no later than October 22** of the year a student applies to internship.

12. Research Competency IV: Dissertation

For the fourth research competency, students must build on their dissertation proposal (**Research Competency III**), incorporating all elements required by their dissertation committee as articulated in the MOU, to produce the dissertation.

Students must enroll in a **total of 18 credits** of *CPSY 603: Dissertation* to graduate. Students must enroll in a **minimum of 3 credits of CPSY 603 in the term *of* the oral defense**. Students may <u>not</u> enroll in CPSY 603 credits *following* the oral defense; thus, it is critical to verify that CPSY 603 credit requirements will be met before scheduling the oral defense.

Because most internship sites favor students who will complete their dissertation before beginning, and because trying to work on the dissertation while also completing internship is extremely difficult, students are *strongly encouraged* to defend their dissertation during the spring term prior to leaving for internship.

Preparation of the Written Dissertation

As previously noted, specific expectations for the dissertation document vary across advisors and are heavily influenced by methodological tradition (e.g., quantitative, qualitative, mixed methods). However, faculty agree that the dissertation document should follow a **four-chapter model (Chapter 1: Introduction, Chapter 2: Method, Chapter 3: Results, Chapter 4: Discussion)**, to facilitate conversion of the dissertation document into a publication-length manuscript following the dissertation defense. Consistent with this goal, **these four chapters should collectively *approximate* the length of published manuscripts using a similar methodological tradition, with the exception that more detailed information will most likely be required in the method chapter** to demonstrate students' understanding of the research and analytical methods and assumptions on which their results rely (i.e., students should expect for their method chapter to be *longer than what is typical of published paper*). The introduction should only contain information that is directly relevant to establishing a justification for students' research questions and method (i.e., the introduction should <u>not</u> be broad literature review that extends beyond what is directly pertinent to the specific research

questions posed by the dissertation project). Students must confirm the specific expectations for the dissertation with their advisor (and their dissertation committee chair, if someone other than the advisor). In its completed form, the dissertation will be evaluated largely upon the ability of students to: (a) review and make critical use of the theoretical and empirical literature; (b) formulate research questions that emerge logically from existing literature; (c) design an original investigation that generates or utilizes existing data to answer the research questions; (d) (collect,) accurately analyze, present and interpret the data; and (e) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic.

The dissertation must include all required [prefatory pages](#) and **fully conform with [Electronic Thesis or Dissertation (ETD) style guidelines](#) (as interpreted by the DGS) for the formatting of the dissertation**. Dissertations are carefully reviewed following final submission for conformance to all aspects of the ETD style guidelines and may be returned to the student to correct any style deviations with very little time given to make necessary edits. Thus, it is to students' distinct advantage to take steps to fully adhere to the ETD style guidelines from the start. Students are expected to follow **7th edition APA style guidelines for all elements of style that are not specifically addressed within the ETD guidelines** (see p. 16 of the 2023 ETD Style and Policy Manual). Students are strongly encouraged to consult the [APA Journal Article Reporting Standards](#) for specific guidance in the elements required for quantitative, qualitative, and mixed methods manuscripts. For dissertations that include a meta-analysis or systematic review, students are strongly encouraged to follow [PRISMA reporting guidelines](#).

As the dissertation requires students to analyze their data, students should plan to utilize [data services consultations](#) available via the UO Library for both quantitative and qualitative projects during the writing process. Currently, assistance with qualitative projects is limited to consultations on use of [Dedoose](#); thus, students completing a qualitative project may need to seek additional outside consultation services.

Students can expect that it will take a *minimum* of two terms of consistent (daily) effort to produce a complete dissertation. Of course, more time may be needed depending on a host of factors. It is ultimately up to the chair of the student's committee to determine when a dissertation is ready for defense. Students can expect that their committee chair will need to review *multiple* drafts of the dissertation (or sections thereof) before they grant permission for the dissertation to be submitted to the dissertation committee. Students should consult with their dissertation committee chair about how much time will be needed for them to provide their review/feedback at each stage, and students should factor this into their timeline. Note, the completed chair-approved dissertation must be submitted to students' dissertation committee at least 4 weeks in advance of the oral defense.

Note, it is sometimes the case that something requested by the dissertation committee at the time of the dissertation proposal defense was not possible or was deemed inappropriate considering information discovered after the original MOU was approved. To the extent that any feedback from the dissertation committee *cannot* be followed, students should prepare a revised MOU indicating what feedback was *not* followed and why it was not followed, providing supporting citations as appropriate. Students should submit this revised MOU to the dissertation committee at the time the dissertation is submitted.

Scheduling the Dissertation Oral Defense Date

The oral defense must be scheduled during the 11 weeks of fall, winter, or spring terms. The oral defense may *not* be scheduled for university holidays during these terms or during academic breaks between these terms.

Exceptions to this policy are possible with the explicit advance approval of students' dissertation committee chair and all other members of that student's dissertation committee.

Per the DGS, "The preferred, best practice is to have the student and all members of the dissertation committee physically present at the dissertation proposal defense." However, if a time cannot be determined that works for all committee members, with the explicit advance permission of the committee chair, one core member (not the committee chair or the institutional representative) may waive their attendance and submit questions/feedback in writing. It is likewise allowed for the student and/or one or more committee members to participate in the oral defense remotely. For fully remote or hybrid oral defenses, all additional conditions stipulated by the DGS, must be met, including that all visual aids (e.g., students' PowerPoint presentations) are distributed to members of the committee (preferably 1 week) in advance.

The amount of time scheduled for the oral defense is at the discretion of the committee chair. It is typical that committee chairs will ask students to reserve either 90 minutes or 120 minutes for the meeting to allow sufficient time for all required activities (see *Expectations for the Dissertation Oral Defense* section). Students should confer with the chair of their dissertation committee regarding their scheduling preferences and availability before proposing dates and times to other members of their committee. Most UO faculty use Outlook to maintain their work calendars, so students are encouraged to use Outlook's scheduling poll option when suggesting possible times. Students should also send an Outlook calendar invitation to all committee members as soon as the final date has been selected, to ensure committee members protect that time in their schedules. Students who need to reserve a room for their oral defense should email the CPSY APC. The Outlook calendar invitation should clearly specify if the dissertation proposal defense will be held in-person, fully remotely, or as a hybrid of the two, and by including *all* relevant location information (e.g., building and room number and/or Zoom link) in the location line of the calendar invitation.

Students must email their chair-approved dissertation to all members of their committee **by no later than 4 weeks prior to the date of the oral defense**.[24] This deadline ensures there is adequate time for committee members to carefully review the document *before* agreeing that a student is ready to hold the oral defense. Note, committee members may reach the conclusion that a student is not ready to hold the oral defense, in which case the date will need to be rescheduled. A copy of the chair-approved dissertation and accompanying PowerPoint presentation should ideally be added to the Outlook calendar invitation as well.

Students are *strongly encouraged* to defend their dissertation in the **spring term prior to leaving for internship**. However, students may schedule their oral defense for any time during the fall, winter, or spring term of the internship year, excepting university holidays.

Keep in mind that completion of the oral defense and associated requirements (i.e., submission of the final dissertation to the DGS within 2 weeks following the oral defense; completion of any revisions required by the DGS; approval by the DGS of the final dissertation document) has *financial implications*. Students who complete all requirements associated with the oral defense before leaving for internship are allowed to apply for **up to 3 terms of on-leave status during their internship year**, whereas students on internship must register for a minimum of 3 credits of CPSY 603 each term, excluding summer, until their oral defense is held. Students on internship do *not* receive a tuition waiver, so the cost of these credits is born by students.

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[24] This deadline is specific to the CPSY program and *exceeds* the DGS requirement of "at least 3 weeks before the defense date."

Applying for the Advanced Degree (PhD) and the Oral Defense

Once students have determined a date and time that their dissertation committee is available for the oral defense, students must formally apply for their advanced degree (PhD) in GradWeb and then apply for the oral defense in GradWeb. Because of the pre-doctoral internship, most students will *not* graduate in the term they complete the oral defense of their dissertation. Students must, therefore, **enter term and year in which they will graduate**, which is the term during which their pre-doctoral internship ends (typically *summer*), even if students plan to participate in the *spring* graduation ceremony.

Students must complete this process **a *minimum* of 4 weeks in advance of the oral defense date**, at the same time they submit the final copy of their dissertation to their dissertation committee.[25] As part of the oral defense application, students must indicate if any committee members are unable to attend. Upon submission of the oral defense application, each committee member will receive an automated email asking them to confirm (or waive) their attendance in GradWeb. After students' dissertation committee members have indicated their attendance, the CPSY APC will submit the oral defense application to the DGS for approval.

Expectations for the Dissertation Oral Defense

The oral defense typically lasts between 90 – 120 minutes, during which time students give an oral presentation of their proposal (between 25 – 45 minutes), engage in a question-and-answer period (between 35 – 45 minutes), and are then excused (or asked to remain in the main Zoom room while the committee adjourns to a breakout room), so there can be an executive meeting of the committee (10 – 20 minutes). The committee then invites the student to return (or rejoins the student) to convey the committee's decision as to whether the student passed the oral defense and to convey substantive modifications the committee expects to see for the final dissertation document (10 – 20 minutes). All students should expect that there will be modifications requested by their committee. Students should establish who (i.e., the student or the committee chair) will take notes documenting the modifications requested by the committee. Students are strictly prohibited from providing any food or beverage whatsoever (even water bottles) for committee members at the dissertation proposal defense. Approval of the oral defense is completed by faculty via GradWeb following the oral defense meeting.

Expectations for After the Dissertation Oral Defense

All members of the student's dissertation committee, excepting the chair, will log into GradWeb and confirm that the defense was successful and that they have delegated oversight of remaining revisions to the dissertation committee chair.

Students must incorporate all edits required by their dissertation committee using tracked changes and submit the revised version to the committee chair within 1 week (ideally sooner). This timeline is necessary to allow time for review (and, if necessary, further revisions) before the deadline for submission set by the DGS. After the student's advisor has notified them that the dissertation is ready to submit, the advisor will log into GradWeb to confirm their approval of the oral defense and the final dissertation document. The final chair-approved version of the dissertation document must be submitted to the DGS by no later than 2 weeks after the oral defense date (by 11:59 p.m.).

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[25] This deadline is specific to the CPSY program and *exceeds* the DGS requirement of at least "2 weeks before the defense date."

Before beginning the dissertation submission process, students must first complete the survey of earned doctorates. Students should then follow the detailed ProQuest ETD submission instructions provided by the DGS. Students will need: (a) a single PDF of their complete dissertation[26], (b) a copy of their dissertation abstract that they can copy/paste into the online form, (c) any supplementary materials that need to accompany the dissertation (which students should discuss in advance with their advisor), (d) the names of all committee members, (e) their ORCID iD number (see *Research Competency I* section), and (f) 1-3 subject categories that appropriately describe the dissertation project.

Students typically select *traditional publishing*, which is *free* to students; however, students can elect to pay a fee to publish their dissertation via Open Access Publishing PLUS. Students are strongly encouraged to pursue publication of their dissertation and therefore sometimes choose to embargo (delay) release of their dissertation in ProQuest for a period of *1 year*, though this is optional. Students are encouraged to allow *immediate availability* of their dissertation in the UO's institutional repository (i.e., Scholars Bank). Students may choose whether to allow anyone with access to Scholars Bank to view their dissertation (i.e., institutional repository open access) or only those with UO credentials. Students will be asked to select (and configure) or decline a Creative Commons (CC) license for their dissertation. Students may wish to discuss their CC options with their advisor in advance. Students may request to *register* a copyright for their dissertation for a fee, which secures some added legal rights; however, students should note that their work is copyrighted the moment it is submitted via ProQuest. If a student's advisor requests a hardcover 8 ½" x 11" bound copy of their dissertation (which is ordered during the dissertation submission process), this cost is the responsibility of the *advisor*, and payment for the author price should be made to the student in advance.

Applying for On-Leave Status After the Dissertation Oral Defense

Students who have successfully defended, submitted, and received final DGS approval of the dissertation and received a predoctoral psychology internship assignment should apply for on-leave status via GradWeb. The number of terms of on-leave status that are awarded is dependent on the term in which the oral defense is held (i.e., spring term before internship = 3 terms; fall of internship = 2 terms; winter of internship = 1 term).

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[26] Students have free access to Adobe Acrobat via UO's license with Adobe Creative Cloud. Students currently need to access the software from a UO computer, such as the Learning Commons on the first floor of the HEDCO Building.

Licensure Requirements and Credential Banking

While adhering to APA accreditation standards largely fulfills the educational requirements for licensure within many jurisdictions, some states may require more or different coursework and training. It is **students' responsibility to investigate licensure requirements in states of intended residence** (see current psychologist licensing requirements by state and Canadian province) and to take actions to meet those requirements, some of which may be required prior to the receipt of the Ph.D. degree.

As part of most licensure applications, students will be required to provide proof that they meet the educational requirements. Therefore, **students should save a copy of**:
- This handbook.
- Approved program plans.
- *All* course syllabi (and all associated course readings) from all programs attended.
- *All* course assignments and examinations.
- *All* practicum documentation (i.e., signed activity summary reports from Time2Track, self-evaluations, supervisor evaluations).
- *All* competency-based portfolio elements and evaluation forms.

Students are strongly encouraged to make use of the **ASPPB credentials bank**, which is currently *free* to individuals who sign up for a PSY|PRO account, to maintain these and other licensure-related materials *within and beyond* the program. While these materials are stored in students' files, the university does not retain records indefinitely and electronic storage methods (e.g., TK20) change frequently, meaning any materials that are not independently retained by students may not be available to them when they are needed.

In addition to supporting obtaining licensure, use of the ASPPB credentials bank is a prerequisite for applying for certain things down the road (e.g., an e-Passport, if you get licensed in a state that has passed PsyPact legislation and you want to practice telepsychology). Items students can store in the ASPPB credentials bank include:
- Syllabi
- Transcripts
- EPPP scores (i.e., the national ASPPB exam used to quantify knowledge and skills for licensure)
- Oral/jurisprudence exams scores (which are administered by individual states' licensing boards)
- Internship and postdoctoral supervision info
- Work experience
- Advanced or specialty training info
- Any other information for your professional career

Titles Prescribed by Oregon Law to be Used by CPSY Students Engaged in Clinical Experiences

CPSY students must adhere to Oregon laws that both govern use of the title psychologist (i.e., students should never refer to themselves by this title) and prescribe specific titles that may be used by psychology graduate students (ORS 675.090 § 4). While psychological intern is a title allowed under the law, this title should be reserved for the predoctoral psychology internship year. Thus, **regardless of what title a specific site may refer to students by internally, CPSY students engaged in practicum are to use the title *psychological trainee***

exclusively (e.g., in communication with clients, when documenting clinical experience on their CVs).

Required Internal and External Practicum Experiences

Practicum experiences offer important opportunities for students to apply knowledge and skills that they learn through their coursework to real-world practice, supporting their development of health psychology profession-wide competencies. In this way, practicum experiences are a key component of the CPSY program's curriculum and *integral* to students' development as counseling psychologists. Moreover, the clinical training that CPSY students receive through different practica is *incremental*; each year builds on the previous year to offer new and more advanced opportunities to practice the profession-wide competencies. Clinical practica (a) rely on **research and science** to inform evidence-based practice in the assessment and treatment of client concerns, many of which may be associated with one or more mental health diagnosis; (b) offer opportunities for students to exercise their knowledge and skills related to the **legal and ethical practice** of psychology; (c) depend on students' cultural humility and responsiveness to successfully work with clients, representing the full compass of **individual and cultural diversity**; (d) strengthen **professional values, attitudes, and behaviors** that establish the foundation of students' professional identity as psychologists; (d) are a relational and collaborative experience that elicit and require effective **interpersonal skills and communication** with colleagues, peers, supervisors, and clients; (e) teach students how to use **assessment** effectively to support the diagnosis of mental health concerns as well as how to identify client strengths that can be leveraged toward the amelioration of those concerns; (f) are an opportunity for students to strengthen their understanding and application of theory-driven case conceptualization, **evidence-based interventions**, and related clinical skills; (g) use **supervision** as a tool to support students' ongoing improvement through reflection on their clinical strengths as well as their areas for growth; and (h) often require collaborative relationships and **consultation** across disciplines to provide clients with the best care.

While the CPSY program has historically referred to three different types of clinical experiences—*practica*, *externships*, and *program sanctioned hours*—neither the Oregon law nor the APA makes such distinctions. ***All hours* accrued prior to beginning the predoctoral psychology internship are considered *practicum* hours to the APA and to APPIC**. Specifically, according to [APA standards of accreditation,](#)

> Practicum must include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate [profession-wide competencies for health service psychology programs]. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship the student has attained the requisite level of competency. Programs must place students in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies. Supervision must be provided by appropriately trained and credentialed individuals. As part of a program's ongoing commitment to ensuring the quality of their graduates, each practicum evaluation must be based in part on direct observation of the practicum student and [their] developing skills (either live or electronically).

APA acknowledges practicum settings may be *internal* or *external* to a given doctoral training program. The distinction between internal and external practica is <u>not</u> based on location or affiliation; it is based on whether the CPSY program directs and oversees the training provided via the practicum. Thus, within the CPSY

program, **there are only two internal practica** (i.e., the adult practicum and the child and family practicum). **All other clinical experiences are considered external practica**, *even when* the activity is affiliated with the UO or overseen by an individual member of the CPSY faculty.

APA-CoA provides implementing regulations that outline requirements for the CPSY program and individual students that apply to **all** practica experiences:

- Practicum training must include opportunities for students to **demonstrate profession-wide competencies**, and students' demonstration of these competencies must be **formally evaluated** (through processes determined by the program).

    o CPSY policies for all practica require that **students complete (as a self-evaluation)** and **receive (from their supervisor) two formal evaluations** of the degree to which they demonstrate profession-wide competencies—a **formative evaluation** half-way through each practicum experience and a **summative evaluation** at the end of each practicum experience—and that **students provide an evaluation of their supervisor's demonstration of competencies**.

    o Profession-wide competency evaluation items applicable to trainees are drawn from **APA's Benchmarks Evaluation System**; supervision competency evaluation items are drawn from **APA's (2015) Guidelines for Clinical Supervision in Health Service Psychology**.

        ▪ Evaluations completed in relation to the two required internal practica and all external practica completed prior to students' completion of the child and family practicum assess skills at the "readiness for practicum" level (**Level 1**).

        ▪ Evaluations completed in relation to all external practica following completion of the child and family practicum assess skills at the "readiness for internship" level (**Level 2**).

    o Students must receive an *average* rating of "3" or higher within each of the profession-wide competency domains on their summative evaluation to pass a given practicum. Some profession-wide competency domains include more than one area of evaluation within the evaluation forms (see Table 9 below).

Table 9. How Evaluation Areas Map on to Profession-wide Competency Domains

Profession-wide Competency Domains	Evaluation Area	# of Items at Level 1	# of Items at Level 2
Research	Research / Evaluation	N/A	1
Ethical and Legal Standards	Ethical Legal Standards and Policy	2	2
Individual and Cultural Diversity	Advocacy	1	1
	Individual and Cultural Diversity	2	3
Professional Values and Attitudes	Professional Values and Attitudes	3	3
	Reflective Practice / Self-Assessment / Self-Care	4	3

Table 9 (cont.).

Profession-wide Competency Domains	Evaluation Area	# of Items at Level 1	# of Items at Level 2
Communication and Interpersonal Skills	Relationships	1	3
Assessment	Assessment	4	5
Intervention	Evidence-Based Practice	1	1
	Intervention	4	3
	Scientific Knowledge and Methods	1	2
Supervision	Supervision	1	2
Consultation and interprofessional / interdisciplinary skills	Interdisciplinary Systems	1	2
	Consultation	N/A	2
	Management-Administration	N/A	1

- The services provided by students as part of a practicum experience must be **supervised by a doctoral-level licensed psychologist** (or a doctoral intern or postdoctoral fellow whose supervision is being supervised by a doctoral-level licensed psychologist); *when such supervision by a licensed psychologist is not possible at a practicum site*, students must have "weekly opportunities…to discuss their clinical work" with a licensed psychologist.

  o CPSY policies require that the "licensed psychologist" providing supervision be **licensed in Oregon** state.

  o To ensure external practica comply with APA-CoA implementing regulations, **all external practicum experiences** (i.e., *any* clinical experience *other than the adult practicum and the child and family practicum* for which students want to claim hours on their AAPI) **must be approved *in advance* by the DCT**. This includes **paid** (e.g., GE at the AEC) **and unpaid** (e.g., assisting with a CPSY faculty member's clinical research) experiences. It is students' responsibility to complete the External Practicum Agreement Form and receive all necessary approvals (i.e., their advisor, their site supervisor, and the DCT) *before* they begin the external practicum.

  o Students completing an external practicum at **Centro Latino Americano** *or similar external practicum experiences in which services are provided in Spanish* and a licensed psychologist is *not* available on-site to provide supervision **must be simultaneously enrolled in *CPSY 606: Prac Bilingual Supervision*** during fall, winter, and spring terms. The course instructor, a Spanish-speaking licensed psychologist, will provide "weekly opportunities" for students in these settings "to discuss their clinical work."

  o The **DCT** is available for 1 hour each week for students at *any other external practicum where a licensed psychologist is not available on-site to provide supervision*, including those students who engage in external practicum at **Centro Latino Americano** *or similar external practicum experiences in which services are provided in Spanish* during summer term.

- A minimum of **one direct observation** is required **per evaluation period** (i.e., at least one observation prior to the formative evaluation and at least one more observation following the formative evaluation, prior to the summative evaluation), and this observation must be completed **by the supervisor providing the formal evaluation** of competencies and that supervisor must meet certain standards. Per the APA-CoA implementing regulations,

   "Direct observation includes in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording… The supervisor who is evaluating the trainee's performance must base part of that evaluation on direct observation. Supervisors conducting direct observation must be appropriately trained, credentialed, and prepared in their discipline and in the health service psychology activities being supervised, legally authorized for independent practice in their jurisdiction, and legally responsible for the direct service being provided. Supervisors who perform the direct observation must be competent in performing the supervised activity, as well as in providing supervision…[When supervision is] provided by doctoral interns or postdoctoral residents in health service psychology under the supervision of a psychologist appropriately credentialed in the jurisdiction…the direct observation requirement may only be met by having the appropriately credentialed supervisor(s), legally responsible for the direct service being provided, conduct the observation and evaluation…It is not expected that all of the individual competencies…would be directly observed during every practicum experience."

   o CPSY policies require that supervisors provide verification as part of each formal evaluation that direct observation occurred during the evaluation period (or, in the case of the summative evaluation, that at least one direct observation occurred after the formative evaluation).

OAR 858-010-0012 indicates that, to meet the educational requirement to apply to become a psychologist in Oregon, applicants must have attended a doctoral program in psychology that included "an organized *practicum* of at least…three quarters…and at least 300 hours of supervised psychological services." *Psychological services* are defined under OAR 858-010-0036 as "direct psychological services to an individual or group; diagnosis and assessment; completing documentation related to services provided; client needs meetings and consultation; psychological testing; research related to client services; report writing; and receiving formal training including workshops and conferences." This requirement is easily met via current CPSY requirements; however, other states may set higher minimum requirements for predoctoral practicum hours. It is **students' responsibility to investigate licensure requirements in states of intended residence** (see current psychologist licensing requirements by state and Canadian province) and to take actions to meet those requirements.

Clinical hours may only be included in a student's AAPI if they have been accrued via the internal practica and *approved* external practica. [27]

Telesupervision

APA CoA Implementing Regulation C-13 D requires that program's utilizing any amount of **telesupervision**, defined as "supervision of psychological services through synchronous audio or video format where the

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[27] If an experience does not receive advance approval with required documentation, it may **not** be included in students' AAPI, but it **may** be listed on students' CV and can be described in their cover letter and mentioned in their internship essays.

supervisor is not in the same physical facility as the trainee," have a formal policy addressing the use of this supervision modality. CPSY's telesupervision policy is as follows

- **Rationale for Use of Telesupervision**

  Within the CPSY program, telesupervision is utilized as an alternative form of supervision when in-person supervision is not practical, feasible, or safe, and when telesupervision is pedologically appropriate. Below are some example scenarios for when the use of telesupervision may be used.
  a) As a primary mode of supervision when offering fully remote services through an agency that is located *outside of* the Eugene/Springfield area.
  b) As a primary or secondary mode of supervision when offering services under the supervision of an individual whose agency is located within the Eugene/Springfield are but who does not work onsite and/or inconsistently works onsite.
  c) As a secondary mode of supervision when either the trainee or the supervisor is unable to participate in supervision that routinely occurs in person (e.g., due to illness, inclement weather, travel, unexpected life events, or public health emergencies).
  d) As a pedagogical tool to train students in telesupervision and/or teletherapy.

- **Consistency with Program Training Aims and Outcomes**

  Telesupervision allows our supervisors to be engaged and available to assigned trainees, to oversee client care, and to foster trainee development, even in circumstances that preclude in-person interactions. In these ways, it is fully consistent with the training aims of the CPSY program, which focus on students' development of discipline-specific knowledge and profession-wide competencies consistent with health service psychology (see Tables 1 and 2 of this handbook). Telesupervision expands the range of training opportunities in which trainees can participate and allows them to serve communities outside of the immediate Eugene/Springfield area. Telesupervision also maintains the continuity of supervision during unexpected events that would impede meeting in person and helps ensure continuous care to clients. Moreover, given the increasing utilization of telepsychology as a treatment modality, providing students with opportunities for telepsychology, which often is supported by telesupervision, increases the breadth of their training experiences.

- **How and When Telesupervision is Used in Clinical Training**

  The use of telesupervision must comply with APA's guidelines of telepsychology and must follow the stipulations for maintenance of client privacy and confidentiality outlined in the section below. While trainees can utilize telesupervision for any practica (internal or external), students providing services via the HEDCO clinics (CPC, CFC, and CDAC) will be assigned to receive in-person supervision whenever possible. Although it is acceptable for telesupervision to be used as an alternative to in-person supervision when meeting in person is not possible or is not safe, it should not be relied upon for the sole purpose of convenience. For internal practica, when telesupervision is used routinely as a modality, this should be detailed in the supervision contract. For external practica, the external practicum agreement must specify the extent to which telesupervision will be used in the supervisee's training and must be signed by the supervisor who is legally and ethically responsible for the supervisee's clinical work as well as the CPSY DCT.

- **Determining which Trainees can Participate in Telesupervision**

  Telesupervision shall *not* be used in an ongoing manner in situations where the supervisor has concerns about the trainee's competence and telesupervision precludes a comprehensive assessment of the trainee's competence. Likewise, telesupervision shall *not* be used in an ongoing manner in situations where there is an impairment in supervisor-supervisee alliance and telesupervision functions as a barrier to repair of the alliance as determined by either the supervisor or supervisee. Barring these conditions, all trainees will be given the opportunity to participate in telesupervision when it is congruent with the rationale and the specifications outlined in the sections above.

- **How Program Ensures Trainee-Supervisor Relationship is Established at the Outset of the Supervision Experience**

  When telesupervision will be used as a routine supervision modality, supervisors and supervisees shall discuss the conditions and requirements for telesupervision as specified in the sections above to promote mutual understanding and agreement about these requirements prior to, or when this is not possible, at the outset of, their supervisory relationship. Because meeting in person may be especially important in the early phases of the supervisory relationship development, in-person supervision is strongly encouraged, but is not required, provided that all conditions and requirements outlined above are met. Supervisors are encouraged to regularly informally assess supervisees' telesupervision experience. The program's formal evaluation processes also include assessment and discussion of the supervisee-supervisor relationship quality from the perspective of both the supervisee and supervisor.

- **How An Off-Site Supervisor Maintains Full Professional Responsibility for Clinical Cases**

  Both the supervision contract (for internal practica) and the external practicum agreement (for external practica) clearly stipulate that the primary supervisor named in the document, who may conduct in-person supervision, telesupervision, or a mixture of the two modalities, has full oversight and ethical and legal responsibility for all clients for whom the trainee provides services while under their supervision. At the outset of clinical services, trainees shall disclose to the client their trainee status and provides the name of their supervisor. The supervisor and supervisee shall discuss client material, and the supervisor shall review all notes and directly observe client sessions as part of training and for the purpose of trainee evaluation as required by APA implementing regulations.

- **Management of Non-scheduled Consultation and Crisis Coverage**

  Both the supervision contract (for internal practica) and the external practicum agreement (for external practica) clearly stipulate that the supervisor named in the document, who may conduct in-person supervision, telesupervision, or a mixture of the two modalities, must be available for consultation between supervision sessions or clearly articulate under what routine conditions another qualified supervisor will provide crisis coverage (e.g., as when multiple licensed mental health providers within the same agency take turns being "on call"). The mode(s) of availability (e.g., email, phone, text, Zoom) provided to the trainee may vary, based on the needs and preferences of both the supervisor and supervisee. At the start of their working relationship, supervisors and supervisees clarify their preferred and best method for contact. When a supervisor cannot be available for consultation during a time that they are routinely available for such consultation, it is the supervisor's responsibility

to arrange for back-up coverage (e.g., other supervisors within the same agency) and communicate the coverage plan to the trainee.

- **How Privacy and Confidentiality of the Client and Trainees Are Assured**

  Telesupervision can only occur using HIPAA-compliant technology from settings in which client privacy and confidentiality can be assured. Thus, supervisors and supervisees must both be located in secure and confidential spaces (i.e., one in which no one else is able to hear or see the supervisor or trainee) at the time telesupervision is provided. This may require use of headphones or other in-ear technology and orienting computers or phones toward walls without windows. Supervisors associated with the internal practica are given access to HIPAA-compliant email and Zoom accounts for use during telesupervision. For external practica, the telesupervision addendum to the external practicum agreement requires that the supervisor and supervisee specify the platform they will use for supervision to ensure client and trainee privacy and confidentiality are maintained.

- **Requirements and Education in the Use of this Technology**

  During orientation to their first internal practicum, students receive education related to telehealth best practices, including technology requirements, and participate in technology training including how to use the university's HIPAA-compliant Zoom platform. Supervisors using telesupervision also participate in training and education as needed to ensure their understanding of technology requirements for telesupervision.

Internal Practica (the Adult Practicum and the Child and Family Practicum)

All CPSY students complete the Adult Practicum sequence (typically in their 2nd year) followed by the Child and Family Practicum sequence (typically in their 3rd year) through the HEDCO Clinic.[28]

For **both practica**:

- Students must **protect a *minimum* of 16 hours per week** in their calendar between the hours of 9:00am and 8:00pm, Monday-Friday, for delivery of client services. Students are required to supply their supervisors with their schedule upon request.

- These 16 hours must be the **same across each week of a given term** (inclusive of finals week).

- Within these 16 hours, students must schedule an **evening block** on a **minimum of 2 days/week** on Mondays, Tuesdays, Wednesdays or Thursdays (i.e., Friday evening blocks may be scheduled, if desired, but do not count toward this minimum requirement). Evening blocks are necessary to accommodate clients whose work or school schedule will not permit appointments during the day. *Evening blocks are defined as:*
  - Adult practicum: 5:00-8:00pm

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[28] Under rare circumstances, when a student enters the program with a master's degree from program that included training in and delivery of psychotherapy services, a student *may* be eligible to begin the adult practicum in their 1st year and the child and family practicum in their 2nd year. The decision to allow this will be made on a case-by-case basis in consultation with the student taking into consideration the totality of their prior training and experiences.

- o Child and family practicum: 5:00-7:00pm, which may take place at HEDCO or an external site (e.g., a school)

- If a student is not on track to meet the minimum number of intervention hours required to pass the practicum, their supervisor or the director of their current practicum may *require* that they adjust the hours they have protected for delivery of client services. In this event, students are expected to give priority to scheduling practicum hours over other activities.

Each practicum is a *minimum* of 3 terms, corresponding to the academic year, however:

- Students are expected to be available for **full-day orientation sessions for *each* of the practica** during the Week of Welcome, which is **the week *before* classes begin**. The exact date and time of orientation is typically announced at the end of spring term prior to practicum.

  - o Students who miss the orientation for a given practicum, regardless of the reason, will <u>not</u> be assigned a client in that practicum until the orientation material is reviewed during regularly scheduled individual supervision meetings. This process may take up to 6 weeks. This delay in client assignment may affect students' ability to meet the minimum required direct service hours to pass practicum by the end of spring term.

- Students who do not accrue a minimum of 100 intervention hours during the adult practicum by the end of spring term may need to repeat the adult practicum during the following year, unless arrangements can be made for the student to continue into the summer, which will be contingent on the availability of a supervisor to provide an appropriate modality of supervision (i.e., individual or group or both).

- Students who do not accrue a minimum of 100 intervention hours during the child and family practicum by the end of spring term will receive an *Incomplete* for the supervision component of the course and be required to continue participation in the practicum into summer term. Once 100 direct service hours are accrued, the grade will be changed to a *Pass*.

  - o Students who meet the minimum hours requirement by the end of the spring term may have the opportunity to continue in the CFC to accrue external practicum hours during the summer term, contingent upon if a qualified individual is available to provide supervision.

<u>*Passing* each practica involves:</u>

- Submitting required evaluations at mid-year (i.e., mid-to-late February) and end-of-year (i.e., early-to-mid June) to students' supervisor for their review (and signature, as required):
  - o Student's self-evaluation of practicum competencies.
  - o Student's evaluation of their supervisor (signed by the student and supervisor).
  - o Supervisor's evaluation of student (signed by the student and supervisor).

- Submitting to students' supervisor at the end of the academic year (i.e., early-to-mid June), for their approval and signature, a Time2Track activity summary report documenting the required number of intervention hours have been accrued.
  - o Students *must* follow the required convention for creating custom treatment settings (see

Treatment Setting section), which are then associated with each clinical activity, to ensure the ability to designate hours associated with different clinical experiences that may be occurring contemporaneously.

- Receiving a grade of *Pass* for each required practicum course (i.e., supervision and didactics). Requirements for passing each practicum course are stated in the associated course syllabus.

- Receiving a score of *3 or higher* (on a scale of 1 to 5) or *Pass/Completed* on all embedded competency-based portfolio elements:
  - Clinical Competency I: Adults (Oral and Written Case Presentation)
  - Theoretical Orientation Competency I: Application of Theory to Practice
  - Multicultural Competency I: Critical Self-Reflection
  - Clinical Competency II: Child & Family (Oral and Written Case Presentation)

- Receiving a score of *3 or higher* (on a scale of 0 or 4) on all domains of the *summative* (end-of-year) practicum evaluations.

- Verifying that their supervisor has submitted a copy of the forms and report listed above for their student file.

Ways in which the two practica are *unique* include:

1. **Adult Practicum** in the **CPC**

   - Population: Individuals ages 18 and older (or 21 and older, under the limited circumstances wherein an 18- to 20-year-old individual meets the definition of a "child" under Oregon law[29]).

   - Typical Experiences: Structured diagnostic assessment; semi-structured assessment of psychosocial history; diagnosis; individualized case conceptualization (from a culturally informed integrated CBT and humanistic lens); treatment planning; individual psychotherapy (typical duration 16-24 weeks); writing termination summaries.

   - Total Required Intervention Hours: 150

   - Typical Caseload: Between 7-8 clients (minimum of 7 hours of *scheduled* direct client contact per week by the beginning of winter term).

   - Supervision: Weekly individual supervision with a licensed psychologist (1 hour); weekly group with a licensed psychologist (1 hour during *CPSY 690: Adult Practicum*). Students register for **2 credits of CPSY 606: Prac Adult** with their assigned *individual* supervisor.

   - Didactics: Students register for *CPSY 690: Adult Prac* in the fall, winter, and spring terms of the year they complete the adult practicum. The topics covered differ each term, but include documentation, case conceptualization, treatment planning, routine outcome monitoring, termination, assessment and management of suicide, CBT, MI, interpersonal process, DBT, and

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[29] A "child" is defined under ORS 419B.005.

theoretical integration. Through assignments in the didactic course, students complete the following competency-based portfolio elements:
- o *Winter term:* **Clinical Competency I**
- o *Spring term:* **Theoretical Orientation Competency I**

2. **Child and Family Practicum i**n the **CFC**

- Population: Children 5 years old and up and their families, and sometimes adolescents 14 years and up without their families if clinically indicated and approved by students' supervisor.

- Typical Experiences: Complete four independent Family Check-Ups (required to pass the course); conduct observational assessments of parent-child interactions; practice individualized case conceptualization and treatment planning; complete intake and FCU reports; psychotherapy sessions with parents based on evidence-based parent management training interventions; conduct psychotherapy sessions with children and adolescents that draw from evidence-based principles and interventions (e.g., exposure and response prevention therapy for obsessive compulsive disorder); consultation and care coordination with schools and other providers servicing the family; opportunities for offering school-based services; writing termination summaries.

- Total Required Intervention Hours: 100

- Typical Caseload: Between 8-10 family clients, including a mix of children/adolescents and parents, at any given time throughout the year. Students will primarily work in teams of two, with one student assigned to the child and the other assigned to the family/parent(s). In some cases (e.g., if the target child is very young), only one student may be assigned to the family.

- o Supervision: Individual supervision with a licensed psychologist (1 hour) *every other* week; weekly group with a licensed psychologist (1 hour). Students register for **1 credit in *CPSY 606: Prac Child and Family* with the faculty member who will be their *individual* supervisor** in the fall, winter, and spring terms of the year they complete the practicum. The *individual* supervisor also provides the 1 weekly hour of group supervision in the fall, winter, and spring terms of the year they complete the practicum. Typically, this 1 hour of *group supervision* occurs immediately prior to the didactics or course component of practicum. In addition to focusing on evidence-based parenting interventions, group supervision will also focus on evidence-based interventions for children and youth presenting with obsessive compulsive disorder; anxiety-related disorders such as generalized anxiety, phobias, panic disorder; depressive disorders; neurodevelopmental disorders.

- Didactics: Students register for **3 credits in *CPSY 606: Prac Child and Family* with the course instructor** in the fall, winter, and spring terms of the year they complete the practicum. This didactics course occurs weekly for 1 hour and 50 minutes. Topics covered in didactics differ each term but include brief, problem-focused interventions, as well as longer-term supportive interventions; effective delivery of the evidence-based Family Check-Up and Everyday Parenting interventions; strengths-based multimodal ecological assessment; delivery of family-centered, strengths-based, culturally responsive services. Through assignments in the didactic course, students complete the following competency-based portfolio elements:
  - o *Fall term:* **Multicultural Competency I**

　　　o *Spring term:* **Clinical Competency II**

External Practica

Students must register for a *minimum* of 3 credits of *CPSY 606: Prac Extern* to fulfill their CPSY program plan. The Adult Practicum and Child and Family Practicum provide **250 intervention hours** collectively. As approximately 40% of the total hours accrued via an external practicum are expected to be spent in intervention (or assessment), if a student enrolls in the minimum number of *CPSY 606: Prac Extern* credits required, they should accrue another **50 intervention** (or assessment) **hours** to meet the 300 total program practica hours required by OAR 858-010-0012.

However, students must accrue a **minimum of 500 intervention hours** to be considered for most predoctoral psychology internship programs[30] (and assessment focused internship sites often want to see 100 or more hours of assessment experience). Thus, students will need to enroll in additional *CPSY 606: Prac Extern* credits beyond the minimum required by the CPSY program plan and/or engage in other qualified external practica experiences without enrolling in *CPSY 606: Prac Extern*. Intervention hours may only be included in the AAPI if they have been accrued via the internal practica and approved external practica. When deciding how to prioritize between accruing clinical hours beyond the minimum of 500 (or seeking opportunities to complete more integrated reports) and making progress toward program milestones (i.e., successfully defending the dissertation before departing for internship), students should consider that, on average, "total face-to-face hours" and "number of integrated reports" have less influence in the decisions of an internship site than other factors, including compatibility between trainees' goals and the opportunities offered by the internship program, trainees' professional conduct and cultural responsiveness, the quality of trainees' written application materials and their past research and clinical experiences, and how evaluators describe trainees' competencies in their recommendation forms.[31]

Prior to passing the Adult Practicum sequence and **Research Competency I**, students may engage in external practicum activities that they will count toward their total hours on the AAPI, provided that those activities are directly under the auspices of the UO (e.g., a clinically relevant GE, such as working in the AEC; a clinically relevant research project for which a CPHS faculty member is the PI) and students have received advance approval from the DCT by following the procedures outlined in the Requesting Approval section.

After passing the Adult Practicum sequence and **Research Competency I**, students are eligible to enroll in *CPSY 606: Prac Extern* provided that they have received advance approval from their advisor and the DCT by following the procedures outlined in the Requesting Approval section. Students may *only* register for *CPSY 606: Prac Extern* credits during the **fall, winter, and spring terms**. Students enrolled in *CPSY 606: Prac Extern* must register for the number of credits corresponding to the *total* hours they anticipate completing, inclusive of intervention, assessment, supervision, and support hours (i.e., **1 credit = 40 hours/term across all external practica sites**). Students are **prohibited from receiving pay** in association with hours that will count toward *CPSY 606: Prac Extern* credits. External practicum activities that will *begin* at a given site during the **summer** term prior to or *continue into* the summer term following a planned external practicum can be counted without enrolling in *CPSY 606: Prac Extern* for the summer term.

This said, students are cautioned *against* engaging in *more than 8 hours/week* (2 credits/term) of an external

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[30] See slide 16 of the 2022 APPIC Internship Training Director Survey.
[31] See slide 11 of the 2022 APPIC Internship Training Director Survey.

practicum while engaged in the Child and Family Practicum, as doing so may compromise students' ability to meet the practicum intervention hours requirement by the end of spring term and/or delay progress on program milestones.

Passing CPSY 606: Prac Extern involves:

- Receiving a report of *satisfactory* performance from their site supervisor at the end of fall term (e.g., via an e-mail communication with the DCT).

- Submitting required evaluations[32] at mid-year (i.e., mid-to-late February) and end-of-year (i.e., early-to-mid June) to students' supervisor for their review (and signature, as required):
    - Student's self-evaluation of practicum competencies.
    - Student's evaluation of their supervisor.
    - Supervisor's evaluation of student.

- Receiving a score of *3 or higher* (on a scale of 0 or 4) on all domains of the *summative* (end-of-year) practicum evaluations.

- Submitting to students' supervisor at the end of the academic year (i.e., early-to-mid June), for their approval and signature, a Time2Track activity summary report that documents the required number of intervention hours (in relation to the number of credits in which a student has enrolled) have been accrued. If students are engaged in more than one external practica concurrently, a Time2Track activity summary report must be prepared and submitted for their supervisor's approval and signature at each site.
    - Students *must* follow the required convention for creating custom treatment settings (see *Treatment Setting* section), which are then associated with each clinical activity, to ensure the ability to designate hours associated with different clinical experiences that may be occurring contemporaneously.

    - Students' Time2Track activity summary should *only* include activities completed during **fall, winter, and spring terms**, even if they began the experience in the prior summer term or intend to continue into the following summer term without enrolling in *CPSY 606: Prac Extern*.

        - A separate Time2Track activity summary report, signed by their supervisor, should be submitted documenting all hours accrued under the same supervisor at a given site, **inclusive of summer**, if applicable, **at the end of the experience**.

- Verifying that their supervisor has submitted a copy of the forms and report listed above for their student file.

Authorized Locations

Students may *only* engage in external practicum activities at authorized sites (i.e., ones at the UO or ones with which the UO or the COE has a current contract/MOU). **A list of currently authorized sites can be found <u>on</u>**

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[32] Students who do not turn in these materials will receive an *Incomplete* and may be barred from further external practicum activities until the materials are submitted.

[the CPSY Program Community Canvas site](#). However, as site personnel and circumstances may change over time, even when a site has a contract with the UO (or the COE), students may only engage in external practicum activities at sites that can meet all of the requirements stipulated by the APA, which are enumerated in the [external practicum agreement form](#). If students are not sure if a site meets the requirements, they should consult with the DCT prior to completing the form.

Students *may* request that a contract be established with a *new* site (i.e., one that is not currently on this list). However, as it is the responsibility of the program (specifically, the DCT) to evaluate if potential external practicum sites comply with APA accreditation requirements, the program *cannot guarantee* that a contract can be established with a given site. Students are encouraged to make their request as far in advance as possible to support the vetting and contracting process, which can take *several* months to make its way through the various levels of university approval.

Requesting Approval

Students should **only submit one** [external practicum agreement form](#) **per experience at a given site,** [33] *unless* **they will have different supervisors** for different portions of a given experience (e.g., one supervisor for fall, winter, and spring terms, and a different supervisor for summer term). **All intended hours at a given site with a given supervisor must be documented on the *same* external practicum agreement form** (i.e., a single form may document a mix of hours that will be taken for *CPSY 606: Prac Extern* credit and not for credit). The form, which must be signed by the student, the student's advisor, the DCT, and the student's external practicum site supervisor associated with the specific hours noted (which may be the student's advisor, in some cases) before it is submitted to the CPSY APC, helps the program ensure compliance with APA accreditation implementing regulations and permits the APC to authorize students' registration in *CPSY 606: Prac Extern*, when applicable. The approved form should be emailed to cpsy@uoregon.edu **no fewer than 2 weeks prior** to the date on which the student plans to begin accruing external practicum hours.

If a student subsequently decides to alter the approved terms of the agreement (e.g., changing the number of credits for which they will register; adding one or more additional terms), the student should create an updated version of the original agreement to reflect the new terms, with all parties (i.e., the student, the student's advisor, DCT, and the student's site supervisor) adding their initials <u>and</u> the date to note approval of the changes. This revised version must be emailed to cpsy@uoregon.edu **no fewer than 2 weeks prior** to when the changes will go into effect and the title of the file should note it is an **appendix to the original form**.

Recording Clinical Hours across All Internal and External Practicum Experiences

Time2Track

Students are expected to **sign up for an individual [Time2Track account](#)** prior to engaging in their first clinical experience, which *may* be a **clinically related GE** or research experience in their first year. All students *must* sign up for an individual Time2Track account **before they begin the adult practicum**. Students are responsible for the cost and process of setting up and maintaining their own Time2Track individual account. Monthly (**$9.99/month**), yearly, and multi-year plans are available, with price reductions (on a per month basis) given

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[33] If a student were to stop providing services at a given site (for longer than a period of academic recess or other planned short-term absence agreed upon by the site) and later return to provide services at that site, a *new* external practicum agreement form would be required.

for purchasing a yearly ($5.99/month paid in advance, i.e., $71.88) or multi-year plan (as low as $5.38/month paid in advance for a 4-year plan, i.e., 257.99).

Time2Track software will be used to record all clinical hours and generate activity summary reports documenting hours for students' **AAPI** (see *Filling Out the AAPI* section); activity summary reports generated through Time2Track are also needed for **licensure**. Students should consult the trainee section of the Time2Track Help Center with questions about how to utilize the software.

Students are expected to **log all clinical hours in Time2Track *at least weekly*** (although, psychological trainees are *strongly encouraged* to log their hours the *same day as they accrue experiences* for optimal accuracy). It is **extremely difficult to reconstruct this information later**, and the most likely consequence of failing to track hours routinely will be that hours are accrued but not represented on the AAPI or for subsequent licensure.

Students' Time2Track activity summary reports must be provided to their primary supervisor *as requested*, but no less frequently than at the end of the clinical experience (i.e., generating a cumulative Time2Track Activity Summary that lists all hours accrued via the experience). A signed copy of the cumulative Time2Track Activity Summary for each clinical experience must be placed in students' files for use in verifying hours for the AAPI. If a student has *more than one primary supervisor* over the course of a given clinical experience (e.g., one person provides supervision during fall, winter, and spring terms, and a second person provides supervision during summer term), separate cumulative Time2Track Activity Summaries should be prepared by who supervised the hours being claimed. **See *Treatment Setting* section for instructions on how to track hours by supervisor.**

How Many Hours Should be Counted for Each Activity?

All clinical hours should be **counted in 0.25 increments**, corresponding to the following chart:

Actual (vs. Scheduled) Provision of Services	Clinical Clock Hour Amount to be Entered into Time2Track
12-22 minutes	0.25
23-33 minutes	0.5
34-44 minutes	0.75
45-56 minutes	1
57-67 minutes	1.25
68-90 minutes	1.5

Clinical hours must be recorded based on the ***actual* time** a client is engaged in services with a psychological trainee, not the amount of time the client was originally *scheduled* to participate in services. For example, if a client was **scheduled for a 60-minute** individual psychotherapy session, but the client only engaged in services with a psychological trainee for **32 minutes** (e.g., because the client was late in arriving or arrived on time but spent time completing self-report measures), *only **0.5 hours*** would be counted. The minimum value in each increment is based on 75% of the scheduled time (e.g., 60 minutes x 75% = 45 minutes); the maximum value in each increment is set as 1 less than the minimum of the next higher increment (e.g., 75 minutes x 75% = 57, so the range for what can be counted as 1 "clock" hour is 45-56 minutes).

Students must be aware of the nuances of time in session so that the appropriate amount and type of hours are counted when more than one clinical activity is performed. Additionally, some experiences can potentially fall under **more than one activity category**, but it is psychological trainees' responsibility to **select the one**

category that best captures the experience.

How Should Hours be Logged in Time2Track?

Students are expected to follow the guidelines below for specifying treatment setting, activity type, and client demographic information. In implementing the guidelines below, psychological trainees may wish to consult the general instructions in the Time2Track Help Center for how to record clinical activities.

Treatment Setting

As a **best practice for reporting**, psychological trainees are *strongly encouraged* to create a separate, custom treatment setting within Time2Track for each training site and supervisor combination following this naming standard:

Training Site Name – Experience (when >1 at a given Site) – Supervisor Name

Examples (other supervisors and sites/experiences *may* be listed as applicable):
HEDCO – CPC – Jessica Cronce
HEDCO – CFC – Anne Marie Mauricio
HEDCO – CFC – Wendy Hadley
HEDCO – CDAC – Karrie Walters
Clinical Research – [Insert Faculty Advisor]
ECAS – [Insert Supervisor Name]
Serentiy Lane – [Insert Supervisor Name]
Centro Latino Americano – [Insert Supervisor Name]

Each custom treatment setting *must* **be linked to a standard treatment setting type**.

For **all HEDCO-based experiences**, treatment setting should be indicated as:

Department Clinic (Psychology clinic run by a department or school)

As the HEDCO Clinic is more "community facing" than a typical Department Clinic, psychological trainees are advised to describe the nature of the HEDCO Clinic in their AAPI materials, CV, and other places where their training experiences may be documented. However, psychological trainees should <u>not</u> log hours accrued via a HEDCO-based experiences as being associated with a Community Mental Health Center.

Activity Type

The AAPI <u>only</u> utilizes the standard activity types for reporting hours. Students are likely to save time recording hours by **only using standard activity types**. This said, psychological trainees *may* create custom activity types within Time2Track if they want. Each custom activity type <u>must</u> be linked to a standard activity type. Some students have said it was helpful for them to create custom activity type in relation to *intervention* hours, noting the specific type of intervention that was applied (e.g., CBT, ACT, DBT).

Students' hours <u>must</u> be organized into 4 activity types within Time2Track:
1. Intervention

2. Assessment
3. Supervision
4. Support

Within these 4 main activity types, there are several possible <u>subtypes</u>:

1. **Intervention**: Face-to-face, including video-based, hours spent working *with* clients.[34]

- **Consultation:** Time spent directly providing consultation to the client (e.g., individual, family) or an agent of the client (e.g., parent, teacher, another health professional responsible for care of the client), wherein the *trainee is acting in the consultant role* (vs. the consultee role).

- **Co-Therapy:** Time engaged in psychosocial treatment with more than one therapist present.

  o **CFC:** Sessions with co-therapist and parent(s); Sessions with co-therapist and parent(s) and child(ren).

- **Crisis Intervention:** Emergency (unscheduled) psychological care assisting individuals in a crisis situation.

- **Family Therapy:** Time engaged in psychosocial treatment with multiple members of a family.

  o **CFC**: Sessions with multiple parents; Sessions with parent(s) and child.

- **Individual Therapy:** Time engaged in psychosocial treatment with a single client.

  o **CPC:** All sessions that are not intake sessions.

  o **CFC:** Sessions with 1 parent; Sessions with 1 child.

- **Intake Interview**: Time spent in clinical interviews where demographic information and history is collected, diagnostic impressions formed, and the presenting problem[s] identified.

  o Students may also select *assessments* in relation to this activity, if any were used. For example, both the **SCID** and the **Columbia Suicide Severity Rating Scale** are options within the dropdown menu.

  o **CPC** and **CFC:** Intakes may take from 1 to 3 sessions total.

- **Other Psychological Experience with Students/Organizations:** This category includes, among other possible things, time spent in contact with another student (at a less advanced stage of training) for the purpose of providing supervision.

  o Supervision provided to FHS students completing field experiences <u>and</u> receipt of supervision of

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[34] Only those activity subtypes that are currently used in the CPC and CFC internal practica are listed here. Time2Track includes an exhaustive list of intervention activity subtypes.

the supervision provided to FHS students completing field experiences, if claimed, *must* be counted in this category. As a reminder, students would need to submit a completed and fully signed External Practicum Agreement in advance (or, if in their first year of the program, at the very outset) of beginning their FHS GE to count these hours in their AAPI.

- **Telephone-Based Interventions:** Time spent in allowable face-to-face intervention activities that were conducted via telephone *without video*.

  - **Phone contact that does <u>not</u> constitute clinical service delivery** (e.g., appointment scheduling, explanation of teletherapy, collateral client contact that does *not* involve intervention) should be categorized as *Case Management* under **Support Hours**.)

- **Treatment Planning with Client:** Time spent in discussion of treatment options, developing/revising an agreement for therapeutic goals/objectives, and assessing progress towards goals/objectives.

  - **When treatment planning happens *in conjunction with* the intake interview *or within* an individual therapy session**, hours must be recorded accordingly (e.g., 0.5 hours treatment planning and 0.5 hours individual therapy).

2. **Assessment:** Face-to-face, including video-based, hours spent working *with* clients to administer assessments.

Administration of self-report **assessments**, which are completed by clients, should <u>**never**</u> be documented as assessment hours, even when this happens during a psychotherapy session. However, use of these assessments can (and should) be added to an intervention activity type, as experience administering these assessments will be reported in the AAPI.

Note: While the **QuickSCID-5 and SCID-5-CV** are assessments administered to clients by psychological trainees in the CPC, administration of these assessments takes place in the context of intake sessions and, therefore, this activity is better captured by the **Intervention – Intake Interview** activity category.

Assessment subcategories that students might expect to log across various settings include:

- **Neuropsychological Assessment:** An assessment of how a client's brain structurally functions. Include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions.

- **Providing Feedback to Clients/Patients:** Should only be used when presenting the results of an assessment that is not conducted exclusively as part of an intervention.

- **Psychodiagnostic Test Administration:** Using oral, written, or projective methods as a diagnostic procedure. Includes symptom assessment, projectives, personality, objective measures, achievement, intelligence, and career assessment.

- **Other Psychological Assessment Experience:** Assessment activity that does not form part of a comprehensive psychodiagnostics assessment and might include activities such as family assessment

or classroom observations.

- o **CFC:** Conducting the FCU observational tasks; Direct administration of FCU questionnaires to parents by the student (vs. parents filling out the questionnaires on their own).

- **Telephone-Based Assessment:** Time spent in allowable face-to-face assessment activities that were conducted via telephone *without video*.

3. **Supervision**: Amount of time spent receiving supervision. Students must **designate if supervision was provided by** a *licensed psychologist*, a *licensed allied mental health provider* (e.g., social worker, licensed professional counselor, marriage and family therapist, psychiatrist), or *other* (e.g., peer supervision). ASPPB supervision guidelines, which are used by some jurisdictions to set licensing standards, suggest that at least 75% of supervision hours must be with a *licensed psychologist* during predoctoral training, meaning **no more than 25%** of supervision hours may be with a *licensed allied mental health provider* or an *other* provider.

- **Individual Supervision:** Regularly scheduled, face-to-face (including video-based) supervision with a single psychological trainee, with the specific intent of overseeing the psychological services rendered by the psychological trainee.

- **Group Supervision:** Regularly scheduled, face-to-face (including video-based) supervision with multiple psychological trainees, with the specific intent of overseeing the psychological services rendered by the psychological trainees. To the extent that client cases are discussed during either the **adult** or **child and family practicum courses**, that time may be counted as group supervision.

4. **Support**: Hours spent working *for* clients, for which clients are <u>not</u> present.

- **Assessment Report Writing:** Time spent writing reports on administered assessments.

- o **CFC:** Writing the FCU report.

- **Case Conferences:** Time spent preparing for (e.g., reading articles, researching), presenting, or participating in case presentations.

- **Case Management:** Time spent appointment scheduling or rescheduling, room sign-up and preparation, record keeping/filing (<u>not</u> including activities described under *Clinical Writing/Progress Notes*), and similar client-specific activities.

- **Chart Review:** Time spent reviewing the materials in a client's medical record.

- **Clinical Writing/Progress Notes:** Time spent preparing **documentation** of services that are required in a client's medical record, including intake summaries, treatment plans, psychotherapy progress notes, and termination summaries.

- **Coordinate Community Resources:** Assisting a client in locating and/or securing community resources.

- **Intervention Planning:** Time spent preparing interventions for clients.

  - o **CFC:** Preparing for the FCU feedback session.

- **Other (<u>with custom Tag</u>: "Orientation"):** Time spent participating in orientation trainings and other service-specific administrative planning meetings.
- **Professional Consultation:** Consultation with supervisors or other professionals that does not occur within defined supervision activities.

- **Professional Development:** Time spent engaged in training activities *outside of* those provided by the doctoral program.

- **Psychological Assessment Scoring/Interpretation:** Scoring and/or interpreting psychological assessments.

  - o **CFC:** Coding the FCU observational tasks.

- **Reading/Research/Preparation:** Time spent preparing to assist a specific client.

  - o Use *Intervention Planning* category, instead, when such activities are directly related to preparing to deliver a **particular psychotherapeutic intervention**.

- **Video-Audio-Digital Recording Review:** This subcategory is for the time that psychological trainees spend reviewing any recorded intake or psychotherapy sessions.

  - o **CPC** and **CFC**: Time spent reviewing recordings of client sessions outside of supervision.

<u>Client</u>

Students should plan to <u>add individual clients</u> into Time2Track at the time they record their *first* activity associated with a specific client.

- In order to keep client information private, Time2Track uses **client codes** instead of names when recording activities. Client codes can be **up to 6 characters** and **contain letter and numbers**.

  - o For HEDCO-based experiences, psychological trainees *may* use the numeric client code assigned to their clients in the HEDCO Clinic, which can be found on the client's contact information screen, or they may devise their own coding system.

  - o If devising their own coding system, psychological trainees must be careful <u>not</u> to include identifiable information (e.g., not use the client's initials, date of birth, or phone number) and *should* be systematic (e.g., all adult clients start with the letter "A" followed by a 5-digit number).

- When adding clients, psychological trainees **<u>must</u> select client demographics** for:
  - o age range
  - o gender

- o sexual orientation
- o ethnicity
- o disabilities

Experiences with clients are enumerated **in the AAPI** based on these demographic variables.

These demographics may not be known at the time a client is added to Time2Track, in which case, psychological trainees should edit (update) the client's information once the information is known.

Students may select/create tags for individual clients, if desired; however, **the AAPI does <u>not</u> require that tags be assigned to individual clients.** Some students have found it helpful to assign *DSM diagnostic codes* as custom tags to track their experience working with different presenting concerns.

<u>Integrated Reports</u>

Unlike other Time2Track elements that are recorded in relation to clinical activities, the number of integrated reports written must be entered manually as a running total in the Assessments section by:

1. Selecting *Assessments* from the top menu.
2. Clicking on *Integrated Reports*.
3. Entering the total number of integrated reports completed to-date for both adults and children/adolescents (e.g., if a student already has recorded "8" integrated reports for adults and needs to add 2 more, they would enter "10").
4. Clicking *Save* for your first integrated report total submission or *Update* for any additional integrated report total submissions.

The predoctoral psychology internship ("internship") is an essential component of clinical training in health services psychology. Internship provides students with the opportunity to carry out major professional functions in the context of appropriate supervisory support, professional role modeling, and administrative structures. Internship provides crucial preparation for subsequent functioning as an independent health services psychologist.

Preparation for applying to internship should **ideally begin winter term** but by no later than spring term **of the calendar year in which students intend to apply for internship**. Students should plan to devote a *significant* amount of time and energy to applying for internships. There are several interconnected, sometimes overlapping, steps involved, and each step is time consuming. Past CPSY students have advised that students should estimate how much time they think it will take them to complete each step and then *triple* it.

There is an annual meeting held during spring term, led by the DCT and faculty, that is designed to help students to prepare for the application and interview process. Students who have recently completed the application process also typically co-lead this meeting. Students planning to apply for internship in the fall should plan to attend.

Students should carefully review all information in this section and **attend to all deadlines**.

Internship Readiness

Students must notify their advisor via email, with a copy to the DCT, of their intent to apply to internship by no later than **Friday of Week 1** of the **spring term prior to when they want to apply**.

Students may not apply for internship until their advisor, the DCT, and other CPSY faculty determine that they are ready. Students' readiness to apply for internship is contingent upon them meeting certain requirements.

Demonstrating *readiness* requires that students be in satisfactory academic standing with the program in the spring term prior to applying for internship and have:
- Passed all elements of the Adult Practicum sequence.
- Passed all elements of the Child and Family Practicum sequence.
- Passed all other required coursework or have articulated a clear plan (via an updated program plan) for how this coursework will be completed prior to when internship begins.
- Amassed clinical experiences beyond the two required internal practica (i.e., external practica), as necessary, to have or exceed 500 intervention hours (which is a common minimum expectation for internship sites). [35]
- Consistently met all competency-based expectations as documented in students' summative evaluations by clinical supervisors.
- Consistently met program expectations as documented in students' annual evaluations by their advisor.

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[35] Students are encouraged to start identifying potential internship sites by searching the APPIC directory **as early as their 3rd year of training**, as some sites require *higher* minimums or state minimum expectations *for other experiences*, such as assessment hours, number of integrated reports, or types of assessments. *Such experiences could be the focus of external practica.* Students should click on "Search by Program Criteria" and select to only search for **APA-accredited programs** under the "Accreditation" option.

- Successfully completed Research Competency III (i.e., defended the Dissertation Proposal) by the stated deadline.

Internship Applications: Preparation and Processes

An overview of the steps required to apply for internship is outlined here and described in greater detail in the subsections below. Students should note that **many of these steps must be completed *simultaneously***.

1. Ensure a clear understanding of "the match" process and APPIC policies.
2. Develop a budget to determine how many sites to which you may apply.
3. Develop internship training goals.
4. Research and select APA-accredited internship sites to which you want to apply; Complete the Internship Site List Form you will submit to your advisor and the DCT.
5. Write internship application essays.
6. Write internship application cover letters.
7. Assemble treatment summaries and assessment reports if required for specific sites.
8. Complete the Internship Application Summary of Hours Form.
9. Complete a student file audit with the CPSY APC to verify the presence of all documentation necessary to support clinical hours that will be claimed in the AAPI (by September 1st).
10. Enter information into the AAPI.
11. Secure the agreement of 3 recommenders, paying attention to any specific site requirements.
12. Prepare a list of strengths and areas for growth tied to APA profession-wide competency areas.
13. Update CV.
14. Submit CV, essays, and cover letter(s) to advisor (by no later than September 16).
15. Incorporate advisor feedback and submit *all* materials, including the Internship Site List Form, Internship Application Summary of Hours Form, CV, essays, cover letter(s), strengths and growth area summaries that you will send to each recommender, and a complete draft of the AAPI to the DCT for review (by October 2).
16. Submit draft of AAPI to the DCT for review, documenting all clinical experiences and hours the student is claiming, and a completed "Internship Application Summary of Hours for DCT" form (on the CPSY blog) (by October 2 at the latest).
17. Submit materials to recommenders and submit requests via the AAPI (4 weeks before first due date).
18. Apply for a match number.
19. Request transcripts.
20. Submit final AAPI to the DCT for official verification (by October 15).
21. Finalize AAPI materials and submit at least 3 full business days in advance of each site's deadline, which can be as early as November 1.

Understanding "the Match" Process and APPIC Policies

"The match" (sometimes referred to as the APPIC Match) is the process whereby interested applicants are selected for interview and assigned to internship sites following submission of rankings by both applicants and internship sites.[36] *Note, students are expected to apply only to APA-accredited internship sites.* The National Matching Service, which administers the match, provides a helpful [overview](#) of the match process and includes

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[36] Though this outcome is very rare, it is possible that a student may not receive *any* invitations to interview from their initial internship site selections. If this happens, students are expected to contact their advisor and the DCT immediately *before* applying to additional programs as part of Phase I or participating in Phase II.

relevant deadlines. In short, there are two primary phases (i.e., Phase I and Phase II), with notification of the Phase I match occurring each February, with the internships generally beginning the following July, August, or September.

Students understandably hope to be matched during Phase I, and most students are (e.g., 87% nationwide were matching in Phase I in 2023); the match rate for Counseling Psychology students is historically *higher* than the overall average (e.g., 94.1% of Counseling Psychology PhD students matched in 2023). The track record for the CPSY program, specifically, is also very strong (>98% over the past 10 years).[37]

Most students who match during Phase I, match with their top 3 ranked sites (e.g., 84% nationwide in 2023). However, owing to student constraints (e.g., circumstances wherein a student can only apply in a very limited geographic area, which restricts the number of their application options), the complexities of the matching algorithm, and sometimes unforeseeable causes (e.g., an internship program withdraws from the match due to loss of funding), several students nationwide do not match during Phase I each year. Most students who participate in Phase II are successfully matched each year (80% nationwide in 2023). If students are not matched during Phase I, they should contact their advisor and the DCT immediately *before* applying to programs as part of Phase II.

There are actions students can take to *maximize* their chances of being matched during Phase I, including:
- Applying to more programs (when financially feasible).
- Ensuring their application materials communicate a "good fit" for each site to which they apply, which may mean developing multiple versions of essays and tailoring internship training goals to each site.
- Ensuring they are prepared for internship interviews by preparing answers to commonly asked questions in advance and proactively arranging mock interviews with their peers, advisor, or other faculty.

Students must become familiar with APPIC's specific policies for internship application and selection published each year. **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.

Students are strongly encouraged to register for the MATCH News listserv during the summer before they intend to apply to internship to receive emails about informational sessions for applicants hosted by APPIC.

Developing a Budget

As part of the AAPI, students must request a copy of their official UO transcript be submitted to APPIC along transcripts from any other graduate institutions that they attended (see *Request Transcripts* section). The cost for official UO transcripts is **$15**. The cost will be higher if other institutions were attended.

APPIC historically charges a slightly higher fee for the first application (**$50**) and then sets two tiers of prices for applications 2-15 (**$32** each) and applications 16+ (**$60** each). This means that if a student applies to 15 sites, they can expect to have to pay $498 *just* for internship applications. Students should consult the APPIC website for current fees. Application fees are charged to students at the point of application submission.

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[37] While the match rate might be reduced if student were to not match, the match rate is also reduced when students voluntarily withdraw from the match, which is why CPSY's rate is not 100%.

Students may find it helpful to consult prior "match" statistics when considering to how many sites to apply. For example, during 2023, the average number of rankings submitted by applicants who matched during Phase I was **8.5** whereas the average number of rankings submitted by applicants who did not match during Phase I was **3.7**. To submit a ranking, a student must have been invited to interview; students are unlikely to receive an invitation to interview for all sites to which they apply. Thus, to maximize their chances of matching, students are strongly encouraged to apply to *at least* 10 programs but may not benefit significantly from applying to *more than* 15 programs. Students are expected to consult with their advisor in reaching a final determination about the number of sites to which to apply.

Prior to submitting their internship applications, students must also register for the match via the National Matching Service, as students' unique 5-digit match code must be specified within the AAPI. The cost to register for the match is currently **$130**. Students should consult the National Matching Service website for current fees. Students are not permitted to register for the match until they receive explicit confirmation from the DCT that they are ready to apply for internship.

Additional costs that are difficult to estimate in the absence specific internship site information can include:
- Travel for any in-person interviews.
- Business attire, as might be expected by a given site and/or to take full advantage of the *enclothed cognition effect*.
- Moving expenses.

Developing Internship Training Goals

Although all APA-accredited internship sites follow the same standards and regulations related to maintaining their accreditation, sites, like doctoral training programs, are very heterogeneous. Students should start by developing **3-4 internship training goals**, which they will articulate in their application cover letters (see *Writing Internship Application Cover Letters* section).

Students are often served by developing goals that expand their **breadth** of training (e.g., by gaining experiences with a professional practice or serving a population with which they have had *no* experience) or help them achieve **depth** of training (e.g., by gaining *additional* experience with a professional practice or serving a population with which they have had *limited* experience). Within CPSY, students often seek breadth or depth of training via sites that offer the opportunity to **supervise** more junior peers in their delivery of clinical services, or to conduct psychotherapy in **groups**, or to get specific training in one or more **manualized therapies** (e.g., training in Cognitive Processing Therapy for the treatment of PTSD via a VA site).

Students should plan to discuss their internship training goals with their advisor or the DCT prior to beginning their search for internship sites. Without clear training goals as a guiding focus, the selection process can feel overwhelming, especially when students are open to matching at sites over a large geographic area.

Researching and Selecting APA-Accredited Internship Sites

Students are expected to complete their internship at an APA-accredited site, which should meet most states' requirements for licensure related to internship hours/experiences. However, students are advised to check licensure requirements of the state and the setting in which they eventually plan to work as a psychologist for specific requirements concerning internship training, as some states may set a higher standard.

As students are researching, they are encouraged to only choose a limited number of different types of sites (e.g., only apply to VAs/academic medical centers, or only apply to counseling centers) to which to apply, to minimize how many *different versions* of their materials they will need to create. Students are also encouraged to enter information about sites they are considering into the Internship Site List Form. Note, **columns A through K of this form must be completed**, listing only those sites to which students are going to apply (once they have made their final selections), and submitted to students' advisor (by 9/15) and the DCT (by October 1) along with other required documentation before applying to internship, so using this form to gather information as students engage in research can save them a step.

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 November 1st and December of the year before the internship begins.

To complete the Internship Site List Form, students should identify sites via the searchable version of the APPIC Directory. The information APPIC compiles about each site includes the number of funded positions, type of experiences, salary, and fringe benefits, as well as contains links to sites' individual training websites, which often contain far more detailed information. To ensure sites are APA-accredited, students must click on "Search by Program Criteria," then click on "Accreditation" and select "Accredited" from the dropdown menu next to "APA Accredited." As an added measure, students are required to confirm each site included in their final list of selections is APA-accredited within the Internship Site List Form after verifying this information in the APPIC Directory listing for the site. Students may also save themselves time by clicking on "From Graduate Program Types" and selecting "Counseling Psychology," as not all internship sites accept applications from students from Counseling Psychology programs.

In addition to the APPIC Directory, there are several other resources students may wish to consult when searching for internship sites and preparing for the internship application/interview process:
- APA maintains its own searchable database of accredited internship programs.
- The MATCH NEWS listserv.
- The INTERN NETWORK listserv.
- Williams-Nickelson, Prinstein, & Keilin's (2019) *Internships in psychology: The APAGS workbook for writing successful applications and finding the right fit* (4th ed.).
- APAGS 2020 Psychology Predoctoral Internship Workshop - Online Part 1.
- APAGS 2020 Psychology Predoctoral Internship Workshop - Online Part 2.
- Students who have already successfully completed the internship application process in prior years.
- Various student forums and threads devoted to a given year's internship application pool (though some students find these more stressful than helpful, and students are advised to be careful if posting—*internship faculty/directors often read these threads!*).

As CPSY's APA-accredited program status is dependent on the program's diligence in ensuring students only complete internships that meet APA's standards, students wishing to apply to a non-APA-accredited site must submit a **written proposal** verifying how the non-APA-accredited site meets the standards specified in the APA Standards of Accreditation. This proposal must be submitted to the DCT who may confer with other CPSY faculty (including the Director of the CPSY Program and students' advisor) in reaching a determination. Students are **strictly prohibited** from applying to a non-APA-accredited site until and unless they have *written documentation* (e.g., an email) that approval of their proposal has been granted by the DCT. Whether the proposal is approved depends on whether the proposed training experience is equivalent to the standards expected of an APA-accredited internship.

Writing Internship Application Essays

Students will be asked to respond to [four separate essay prompts](#) in **500 words or less** per essay. Students are strongly advised to reach out to peers who matched and request copies of their essays before starting the writing process.

The **first essay** is autobiographical, and while the instructions say that there is "no correct format," students should carefully consider the type(s) of site(s) they are applying to when composing their response. Certain sites are more likely to expect that this essay will convey personal information, such as hobbies and self-care practices (e.g., counseling centers); other sites are more likely to expect that this essay will be their CV in narrative form, potentially including reference to applicants' identities they feel are salient and wish for sites to know (e.g., academic medical centers).

The **second essay** is about students' theoretical orientation and how it was applied to a specific de-identified case, demonstrating how students engage in case conceptualization and select and apply interventions. Students should carefully consider the type(s) of theoretical orientation(s) that is(are) likely to be supported by a given site (e.g., counseling centers may be more likely to accept a psychodynamic orientation, whereas academic medical centers are typically looking for a cognitive, behavioral, or cognitive-behavioral orientation). Students are warned against listing *eclectic* or *integrated* as their orientation unless they can support this choice with an extremely cogent and comprehensive presentation of how they integrated one or more theory to *guide* the treatment of a specific client (not just how different interventions, stemming from different theoretical traditions, were used). Students who list *eclectic* or *integrated* as their orientation and do not show how they integrated multiple theories through this essay are likely to be evaluated negatively (i.e., it appears like a student randomly tried interventions until something worked vs. trying interventions because the integration of two theories suggested those specific interventions were necessary). This essay is about *theory*, from which practice should follow. This essay constitutes one of students' competency-based portfolio elements (**Theoretical Integration Competency II**).

The **third essay** is about how students' case conceptualization and other elements of clinical practice are informed by consideration of multicultural and diversity factors. Given the tight word limits, students may wish to consider describing a single case across their second and third essays; however, students should assume the faculty reading the essays will read them individually (i.e., each essay needs to be self-contained, but students can refer the reader back to the second essay or forward to the third essay). Students in counseling psychology program tend to excel in writing this essay owing to their training. This essay constitutes one of students' competency-based portfolio elements (**Multicultural Competency II**).

The **fourth essay** prompt asks students to describe their research experience and interests. All students should plan to discuss their dissertation research. Prior research experiences and interests may be included, if doing so presents a cohesive narrative (e.g., presenting a program of research that builds over time; demonstrates clinical experience that will be relevant to internship). Students should carefully attend to expectations sites may have regarding this essay. Some sites (e.g., academic medical centers, research consortiums, some VAs) may expect that students will articulate research they hope to conduct *while on internship* and possibly name a potential research mentor from among the internship program's training faculty. As in each of the essays, students are expected to communicate how they will "fit" with the internship program. Just as with doctoral programs, students must effectively communicate how a faculty member is poised to mentor them in their research, especially when the content match may be unclear.

Writing Internship Application Cover Letters

Students must also write an individually tailored cover letter for *each* site to which they apply answering the question "How do you envision our internship site meeting your training goals and interests?" This means, if students apply to 15 sites, they need to write 15 separate letters. The cover letter should be a maximum of 2 pages and should be used to communicate *how* the specific training opportunities afforded by a given internship site will help students achieve their 3-4 internship training goals (e.g., Participating in X rotation will help me to…). Students must name the program they are applying to and any specific tracks/rotations (as required by the internship program) in the cover letter. Students are also implicitly required to state their long-term career goals and how the internship, by virtue of helping students achieve their internship training goals, will help students achieve their career goal(s). This is an especially important function of the cover letter when there is the potential for students to obtain a postdoctoral fellowship at the program site following completion of the internship.

Students may be aided by following a formula for each cover letter and reusing common elements:
1. The first paragraph provides all necessary introductory information (i.e., student's name, program/track name, enumerates student's internship training goals, and states how meeting these goals will directly lead to student's long-term career goal(s).
2. The second paragraph focuses on what existing strengths/experience the student will bring to the internship program with respect to their first training goal <u>and</u> how the internship program will help the student to fully achieve their first internship training goal.
3. The third paragraph focuses on what existing strengths/experience the student will bring to the internship program with respect to their second training goal <u>and</u> how the internship program will help the student to fully achieve their second internship training goal.
4. The fourth paragraph focuses on what existing strengths/experience the student will bring to the internship program with respect to their third training goal <u>and</u> how the internship program will help the student to fully achieve their third internship training goal.
5. The fifth paragraph either addresses a fourth training goal, or serves as a conclusion, concisely communicating enthusiasm for the internship program/site, the perception of a strong fit between the student and the program/site, and appropriately professional gratitude for their time and hopefulness about being invited for interview. If the fifth paragraph is used to address a fourth training goal, a sixth paragraph should be added that acts as the conclusion.

Assembling Treatment Summaries and Assessment Reports

Students may be asked to provide fully de-identified treatment summaries and/or assessment reports as part of their application to some sites. Students must follow U.S. Department of Health and Human Services guidelines for de-identification of protected health information in accordance with HIPAA. For example, Children's Hospital Stanford (APPIC member #1165) requests "*two de-identified sample comprehensive assessment reports*, [however] we will consider applications in which one of those is a *detailed intake or treatment summary* that includes a case formulation and diagnostic impressions." Students should consider the need to retain de-identified treatment summaries and assessment reports **during** each of their practicum experiences, as students likely will **<u>not</u>** be able to go back to a prior practicum placement and access client materials due to policies and laws related to confidentiality of these materials. Students who cannot produce these materials will be unable to apply to sites that require them (and may be negatively affected when applying for clinical postdoctoral fellowship that might also require these materials).

Complete the Internship Application Summary of Hours Form

In preparation for the student file audit, and to aid the DCT in verifying all hours that will be claimed in the AAPI, students must complete the Internship Application Summary of Hours Form. This form requires students to enumerate the hours accrued in different practicum experiences (both internal and external). The hours listed in this form should exactly match those reported in the Time2Track Activity Summaries signed by students' various supervisors. This form will need to be updated if new hours are accrued during the summer term prior to applying to internship to reflect **all hours completed through September 1**.

Complete a Student File Audit with the CPSY APC

Students should have retained a copy of all Time2Track activity summary reports signed by their supervisor at each site where internal or external practicum hours were completed. Copies of these signed hours must appear in students' files and will be used by the DCT to verify hours claimed in Time2Track in the AAPI. Students must complete an audit of their file with the APC to ensure necessary documentation supporting all hours that will be claimed in the AAPI (up through October 1 of the year applying for internship) appear in their file.

Students are encouraged to meet with the APC to begin the file audit process as early as possible (typically **on/after June 16**, following completion of any clinical activities for that academic year). The file audit must be completed **by September 1** of the year students are applying (for all clinical activities through that date that will be claimed in the AAPI). Students will need to submit updated documentation for **hours completed between September 1 and October 1** to the APC as they are obtained. Students should work with the APC to organize their documentation into separate folders by experience (e.g., Adult Practicum, Child and Family Practicum).

Documentation for each experience should include the following:
- All documentation approving external practica experiences, including:[38]
  - Original external practicum agreement forms, completed in advance of an experience.
  - Any revised external practicum agreement forms, added as addenda to the originals.
- Time2Track activity summary report for each experience, documenting all hours related to that experience, signed by the student's supervisor(s).
- Formative and summative self-evaluations completed by the student.
- Formative and summative evaluations of the student's supervisor(s).
- Formative and summative evaluations of the student completed by the student's supervisor(s).

Filling Out the AAPI

Students should follow the instructions provided by APPIC in the AAPI Applicant Help Center.

The UO CPSY program's APPIC number is **444**.

Students should expect that this will be a lengthy, multi-stage process. Students should begin this process as

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[38] For experiences initiated *before summer 2024*, this would include (1) externship agreements (signed at the outset of an experience); (2) program sanctioned hours agreements (signed at the outset of an experience), and (3) program sanctioned hours request forms (completed at the end of an experience).

[soon as applications open](#) (typically **mid-July**) and should expect to largely conclude this process by October 15, when clinical hours and readiness for internship must be verified by the DCT in the AAPI. Some additional activities are allowed after the October 15 (i.e., final submission of the AAPI to each site/program), but students are strongly advised to submit their applications at least 1 full week ahead of each deadline to allow for technical problems (which are common).

Identifying Recommenders, Preparing a List of Strengths and Areas for Growth, Updating the CV

Students will need to identify 3 individuals who can provide a recommendation in support of their internship application. Some sites place specific requirements for recommenders (e.g., at least one recommendation must come from a supervisor from a particular type of site or who oversaw a particular type of experience), and students are responsible for checking to determine if any such requirements exist for any of their sites. It is generally expected that a student's advisor will serve as one of the recommenders, and this may be a specific requirement at some sites.

Recommenders are asked to complete the [Standardized Reference Form (SRF)](#) and must comment on students' strengths and areas for growth across APA profession-wide competency domains: research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional-interdisciplinary skills. To aid all recommenders in completion of their SRF, [each student is required to complete a modified version of the SRF](#) tailored for each recommender, noting the recommender's role(s) in relation to the student, dates and setting in which the recommender observed the student, activities performed by the student under the recommender's guidance, and strengths and areas for growth in each domain that for which the student hopes the recommender can comment (e.g., students may list more strengths and areas for growth under *research*, *professional values and attitudes*, *communication and interpersonal skills* for their advisor, but list more strengths and areas for growth under *intervention*, *assessment*, and *supervision* for a clinical supervisor). Students should not give the same modified SRF to all recommenders.

The DCT will also complete a summary of each student's strengths and potential areas for development during internship that is submitted at the time they certify the AAPI. Students must send the modified SRF documents they create for all recommenders to the DCT, so that they can draw on these documents in crafting their summary.

In addition to a modified SRF, students are expected to provide recommenders with their updated CV. Though all CVs used for internship applications should center clinical experiences, students may create multiple versions of their CV and tailor the ordering of information based on the type of site. For example, it may be to students' advantage to place research experience ahead of clinical experience if applying to an academic medical center.

Submit Materials for Advisor and DCT Review

Students must submit the following materials in a single email to their advisor **as early as possible**, but by **no later than September 16** of the year students are applying:
1. Their completed Internship Site List Form.
2. A polished draft of each of the four essays that will be submitted with the internship application.
3. A polished draft of at least one cover letter for each different type of site (e.g., university counseling

centers, VAs, academic medical centers, and/or community mental health centers) to which a student is applying.
4. Their updated CV.
5. The modified SRF that was completed for each recommender.

The September 16 deadline is necessary so that advisors can review students' materials and return feedback to students with sufficient time for them to incorporate that feedback before they must submit their final materials to the DCT by **October 2**. To maximize their likelihood of success, students are encouraged to seek out other faculty input on their materials as needed (e.g., if their advisor is not a psychologist).

Students must send the DCT the following materials in a single email by **no later than October 2** of the year students are applying *after completing the audit of their student file with the CPSY APC*:
1. Revised versions of all materials that were reviewed by students' advisor.
2. The completed Internship Application Summary of Hours Form, documenting all clinical experiences and hours the student is claiming in their AAPI.
3. [A PDF copy of the completed AAPI](#).

Students should plan that revisions to their materials will be necessary following review by the DCT. Students must submit a final version of their **Theoretical Integration Competency II** (i.e., the theoretical orientation essay) and **Multicultural Competency II** (i.e., the multicultural essay) to the CPSY APC by no later than **October 22**, after incorporating feedback provided by the DCT.

Submit Materials to Recommenders and Add Recommendations within the AAPI

Students should send the following materials in a single email to each of their recommenders, ensuring recommenders have **at least 4 weeks** in which to complete their SRF **before the *first* site/program deadline**:
1. A blank Word copy of the [most current APPIC-approved SRF](#).
2. A completed copy of the modified SRF that was completed by the student for that recommender.
3. A fully updated CV.
4. The completed [Internship Site List Form](#) or a list of sites and deadlines extracted from this document.
5. A list of internship training goals (and an explanation if these differ across sites to which the student is applying).
6. A statement of long-term career goals (and an explanation if these differ across sites to which the student is applying).

Students should inform their recommenders that the SRF *must* be completed electronically, and that the Word version is provided for their convenience in composing their responses. Students should also inform their recommenders to monitor their email for an invitation to complete the SRF sent by **noreply@appicas.org**, which will contain links to instructions and the SRF portal in *Letters by Liaison*.

Note, this email is not triggered until [students **add recommendations** within the AAPI](#). Thus, it is ideal that students add recommendations for all sites/programs shortly after sending recommenders the materials listed above. Instructions on resending a recommendation request can be found [here](#).

Apply for a Match Number

Prior to submitting their AAPI to *any* internship site, students must register for the match via the [National](#)

Matching Service (NMS), as students' unique 5-digit match code must be specified within the AAPI. However, students are not permitted to register for the match until they receive explicit confirmation from the DCT that they are ready to apply for internship, as *withdrawing* from the match has consequences for both the student and the CPSY program. Thus, students should expect to register for the match on or around October 15. Students who register past the published NMS deadline may require explicit DCT approval.

Request Transcripts

Students must submit an original transcript for each institution at which they accrued **graduate** credits. Transcripts for undergraduate degrees will be destroyed if submitted as part of the AAPI.

There are multiple ways to submit transcripts. The fasted way is electronically; however, note, *electronic transcripts are not the same as emailed transcripts*. Transcripts may *not* be sent via email for the AAPI. Students must plan to send their UO transcript electronically via **Parchment**, the credentialling service with which UO has contracted to distribute electronic transcripts.

Submit Final Version of AAPI for DCT Verification

The DCT is required to complete a summary of areas of particular strength and areas of potential further development while on internship for each student and to verify each student's clinical hours and dissertation status. This process can only be initiated after the student enters the name and email of the DCT into their AAPI and submits their summary of doctoral training for verification. Students should enter the DCT's information into their AAPI as early as possible.

When students submit a draft of their AAPI to the DCT on October 2, the DCT may note discrepancies in hours between what is claimed in the AAPI, what is claimed on the Internship Application Summary of Hours Form, and what is documented in a student's file. All such discrepancies must be reconciled before students submit their final AAPI to the DCT for verification, which must happen by no later than **October 15**. If further discrepancies are noted once the final AAPI is submitted, students must retract their verification request, correct the discrepancies, and then resubmit their request for verification.

Submit Finalized Applications to Each Site/Program

Students may submit their finalized AAPI to all programs at once or may submit the AAPI to programs individually, in closer proximity to each site's deadline. Students will be charged for each application as it is submitted. Students should plan to submit a given application *at least* **3 full business days in advance of the deadline**; however, submitting *farther in advance* of the deadline *is advisable*, as the likelihood of technical problems increases and the ability of AAPI support staff to address problems decreases with load on the system (i.e., as students nationwide are submitting their applications). **AAPI support staff will not extend the deadline or issue a refund *for any reason*.** Thus, paying close attention to deadlines, and submitting well in advance of all deadlines, ensures students' time and money is not wasted. This said, students should be aware that they may only make limited changes once an application is submitted.

Internship Interviews and Ranking: Preparation and Processes

Once applications are submitted, students must engage in additional steps to prepare for interviews and the match. An overview of the steps is provided below and described in greater detail in the paragraphs below.

Additional steps may be needed for students who participate in the Phase II match process. Students may also wish to consult *Put your best foot forward in internship interviews*, which was published in gradPSYCH magazine in 2004.

Prepare for Interviews

Students should ensure they have a clear understanding of the schedule of interviews and other activities for each site, including with whom they will interview, when, how (i.e., over Zoom or in person), and where (i.e., the specific Zoom link[s], exact addresses/locations). Students should conduct research, to the extent reasonable, on the individuals with whom they will interview, including each person's role(s) within the internship program, their clinical specialties, and/or their research interests (if applicable).

While it has become far more common for internship interviews to be conducted via Zoom, students should be aware that on-site interviews may be required and that it will be necessary to proactively (as far in advance as possible) discuss absences for interview-related travel with their advisor, any clinical supervisors, and any GE supervisors.

Like interviewing for entrancing into a doctoral graduate program, students should also be prepared *to answer* questions that are likely to be posed during internship interviews. Some common questions published by Time2Track include:
- Why did you apply to our site?
- What are your goals for internship?
- What is your dissertation and what stage are you at?
- Tell us about a case that went well, that did not go well, that was really challenging, or just tell us how you conceptualized something.
- Tell us about a time when you disagreed with or had a conflict with a supervisor.
- Tell us about an ethical dilemma you encountered and how you dealt with it.
- What kinds of supervision have you had and what style works well for you?
- What are your strengths as a therapist?
- What are your clinical weaknesses?
- Tell us about yourself.
- Where do you see yourself in 5 years?
- Talk about your theoretical orientation or therapeutic style.
- How did you decide on a career in psychology?
- What are your interests outside of psychology?
- Which of our electives/rotations appeals to you and why?
- What are your specific clinical interests?
- In what ways have your doctoral program, faculty, and fellow students prepared you to be a competent and responsible intern?
- What assessments you have done?
- What further assessment training do you need?
- What type of client is most difficult for you to work with?
- What type of feelings do you have towards such clients?
- How do these feelings interfere with treatment?

Students are encouraged to read *Answer these 5*, which was published in the gradPSYCH magazine in 2011 and

describes how certain responses to 5 common questions are interpreted by internship faculty.

Students must also be prepared *to ask* **informed** questions about the internship program in various interviews with *training faculty*. When students ask a question that is clearly answered in the internship program's materials and/or a question about an experience that is *not* offered by the internship program, this is viewed negatively. Students need to "do their homework" and create a quick-reference guide with key information for each program/site for which they have secured an interview. This guide should include (among other potential topics) information on:

- Start date of the internship.
- Any other published information on scheduling (e.g., # of hours/week, if students have "on call" shifts).
- The salary and benefits offered (and other important resources that may be relevant).
- The training director.
- Any rotation/track directors.
- Faculty who might serve as research mentors (if applicable).
- Specific rotations/tracks.
- Which rotations/tracks are optional vs. required.
- The amount and structure of supervision.
- The type and structure of didactics.
- The site/program's training philosophy.
- The site/program's philosophy and commitment to cultivating multicultural competencies and promoting diversity, equity, belonging, and inclusion.
- Optional training experiences that might occur outside of expected internship hours.

Some generic questions published by Time2Track that students might ask include (*questions marked with an * are ones that students should check program materials to see if they are clearly answered <u>before they ask</u>*):

- What is a typical day like for an intern here?
- What is the division of assessment/therapy/research/didactics in a typical week? *
- What are you looking for in an intern?
- What is the relationship between psychology and other disciplines here?
- Can you tell me more about rotations? *
- How are rotations assigned? *
- What are the documentation requirements like at this site?
- What theoretical orientations are represented in your program? Which is most strongly represented? *
- What types of things do people who work here do after internship? *
- What kinds of changes in the program will be happening in the coming year?

Students should also be prepared to ask questions of *current interns*. Some common questions published by Time2Track that students might ask of current interns include:

- What was the one thing that made you think highly of this internship over other places you interviewed?
- What was the most difficult thing to adjust to when you first started internship?
- What rotations have you completed so far; which are you doing now; which one do you like the most?
- How is your relationship with your supervisor?
- What is the quality of supervision provided? Do you get enough?
- Do you feel that this site is preparing you for post-internship plans?
- What is a typical workday and workweek like so I can get an idea of the time management needed?

- Do you feel supported by the faculty here?

Participate in Interviews

Students are also reminded to *overtly express their gratitude* to *internship staff* who are helping them to schedule and structure their internship interview experience. Staff are usually the first people to interact with students and their evaluations are also considered in ranking decisions. Students are reminded that *every* interaction they have with *anyone* affiliated with an internship site/program is being evaluated. That is, students should not have an expectation of confidentiality when speaking with current interns or staff.

If interviewing over Zoom (or another video-conferencing platform), students should:
- Read APPIC's virtual interview guidance, including the Comprehensive Guide to Virtual Interviews.
- Update Zoom the night before, to ensure out-of-date software doesn't create audio or video problems.
- Ensure they have a quiet, distraction-free space in which to interview.
- Ensure the space and their face is well lit (avoid backlighting).
- Use a professional virtual background if necessary (vs. blurring).
- Ensure they have water, facial tissues, a pen, a notepad, and any other items that may be necessary to remain fully present and engaged.
- Ensure they have a copy of all questions they prepared in advance, either printed or opened as an electronic document on their screen (side-by-side with the Zoom screen).
- Be prepared to log in 5 minutes early.
- Avoid scheduling for anything for after the interview, to allow time for post-interview activities (see *After the Interviews* section).
- Make sure you are following all APPIC Match Policies, in particular, APPIC Match Policy #7, which *forbids* students from requesting information about how a site/program has ranked them or communicating how they will be ranking a site/program.

Though it has become rarer, if interviewing in person, students should:
- Pack clothing that can be layered, and plan that they may need to walk for an extended period in inclement weather.
- Ensure they have water, facial tissues, a pen, a notepad, and any other items that may be necessary to remain fully present and engaged during the interview.
- Ensure they have a printed copy of all questions they prepared in advance.
- Bring a few copies of their CV.
- Bring protein bars or other food that can be quickly eaten between interviews.
- Make sure you are following all APPIC Match Policies, in particular, APPIC Match Policy #7, which *forbids* students from requesting information about how a site/program has ranked them or communicating how they will be ranking a site/program.

After the Interviews

Within 24 hours of completing an interview, students should plan to send a follow-up thank you email to every person they interacted with (i.e., staff who directly assisted them, every person with whom they interviewed). Be sure to gather these individuals' contact information in advance of the interview when possible or ask for the contact information during the interview if doing so feels socially appropriate (e.g., Would it be okay if I were to follow-up with you over email if any follow-up questions occur to me later? Can I

get your email address?).

Students are reminded of APPIC Match Policy #7 forbidding students from requesting information about how a site/program has ranked them or communicating how they will be ranking a site/program.

Complete and Submit the Rank Order List of Sites/Programs

After interviewing, students must decide if they will "rank" a site/program. Students should pay careful attention to the rank order list submission deadline for each phase in which they are applying. Students are strongly encouraged to rank *all* sites/programs at which they interviewed unless there is absolutely *no way* that they would want to go there (i.e., the student would rather risk applying to more programs in Phase II or waiting a full year to apply again than participate in that training program).

Once students decide which sites/programs to rank, students must decide on the ordering. As noted by APPIC in their information for applicants on the rank order list, "There is only one correct "strategy" for developing your Rank Order List: simply list your programs based on your true preferences, without consideration for where you believe you might be ranked by them." **Some sites have multiple programs.** Each **program** will have its own unique code. More information on ranking sites/programs and the match algorithm can be found on the National Matching Services website.

Match Etiquette and Expectations

As UO is on the west coast, and APPIC is on the east coast, match notifications are available and begin being distributed quite early on "match day" (note, there are actually two "match days"—one for Phase I and one for Phase II). Although APPIC's website says match notification starts at 6:00am PT (9:00am ET), notifications often start earlier (~5:00am PT).

Students can expect to receive a phone call and/or email from the Internship Training Director on the day of the match. If matched at a site on the east coast, students can expect that call/email may come very early in the day (i.e., at 6:00am or sooner). Students should be prepared to answer the call/email as soon as it comes. Even if students match at the site that they ranked 15th out of 15, students should overtly communicate enthusiasm about participating in training at the site and their delight at having matched there. This first conversation with the Internship Training Director often sets the tone for how students are viewed, and students want to be viewed positively.

While the DCT will automatically receive notification that students have matched and where they are matched, other important people who have supported students in the application process do not receive this information. That is, students' advisors and other recommenders will know that it is match day and will be looking to hear from students about the outcome. Advisors frequently feel some anxiety along with their students, waiting to hear the results, especially advisors who are psychologists and who have gone through this process themselves. Don't keep them in suspense! Ask them in advance when and how they'd like to hear from you on match day and follow the plan.

Internship Training, Evaluation, and Completion

Internship training is considered complete only after all site requirements have been met, hours have been completed, and students have been deemed by the Internship Training Director at their site to have passed

the internship. The Internship Training Director and/or students' primary supervisor at the internship training site will provide the DCT with feedback on students' performance during the internship. In addition to this feedback, it is standard practice for the Internship Training Director to write a letter or email to the DCT at the end of the internship to document that a given student has passed.

Passing the predoctoral internship is a program requirement for the PhD in Counseling Psychology. Final verification of completion by the Internship Training Director determines whether a student has passed the internship.

Failure to 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. Therefore, 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 as soon as possible. The CPSY program reserves the right to remove students from their internship site who are not in compliance with the training standards as outlined in the intern/site-training contract that defines the scope of work for students' internship training.

COMMENCEMENT (GRADUATION) AND CONFERRAL OF THE ADVANCED DEGREE (PHD)

Students will have applied for their advanced degree in GradWeb in advance of their oral dissertation defense (see *Applying for the Advanced Degree (PhD) and the Oral Defense* section).

Most students apply to receive their PhD during the final **summer term of their internship year** but are allowed to participate in the spring term commencement (i.e., graduation) ceremony provided that they have successfully defended their dissertation by the [deadline](#) stipulated by the DGS for summer term and are in satisfactory academic standing with their internship program **as of June 15**.

Some students may be eligible to receive their PhD during **spring term of their internship year** (i.e., if they have successfully defended their dissertation by the deadline stipulated by the DGS for spring term and their internship training ends **by no later than June 30**). These students must contact their Internship Training Director in late May to request an informal letter be sent to the DCT **by June 15** documenting that the student is expected to pass.

The CPSY program must receive official confirmation in writing from the Internship Training Director that a student has officially passed their internship before the CPSY APC will submit a *Statement of Completion* to the DGS. The DGS will not approve students' application for conferral of the PhD until it receives documentation that *all* CPSY program requirements have been completed, including completion of all required courses (as noted in the final version of students' program plan), defense of the dissertation, and passing the predoctoral internship.

Students wishing to participate in commencement must complete the following additional steps:
- Notify their advisor (or alternate faculty member) as early as possible (**by no later than April 1**), to ensure the faculty member will be available to participate in the ceremony (i.e., graduate ["hooding"](#)).
- Notify the CPSY APC via email of their intent to participate in the ceremony (and who will be hooding them, *if someone other than their advisor*), as APCs liaise with the COE in coordination of commencement activities.
- Complete an [RSVP for the COE ceremony](#) (and larger UO ceremony, if desired) as soon as the portal is open for that year's commencement ceremony.
- Purchase [appropriate regalia](#) (i.e., a doctoral gown, hood, and tam) via the Duck Store.
  - In 2024, the [cost of regalia](#) started at $233.45.
  - There are typically no rental options available for doctoral regalia.

Students must carefully monitor their UO email for time-sensitive notifications and requests related to commencement and conferral of the degree.

Once completion of all CPSY program requirements is confirmed by the DGS, students are finished with their degree. Once the UO Registrar receives this notice from the DGS, students' transcripts will be complete. This update may take 8-10 weeks from the end of the term of graduation. The official degree conferral date for a given term can be found [here](#).

Students will be sent their doctoral diploma via the mail 2-3 months following graduation. Students should ensure their mailing address is up-to-date and listed correctly in DuckWeb, especially if they moved for internship and/or will be moving again for a postdoctoral fellowship or other position.