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POLICY STATEMENT

While every effort is made to ensure the accuracy of the information contained herein, the University of Oregon, the College of Education, the Area, and the Counseling Psychology Program maintain the right to make changes at any time without prior notice. Students are encouraged to obtain an Undergraduate/Graduate Bulletin during the first term of matriculation into a graduate degree program. Each University Bulletin goes into effect at the beginning of Fall term the academic year of issue and expires at the end of summer session the seventh academic year after publication. Neither this policy statement nor the University Bulletin represents a contract between the graduate program and current or prospective students.

INTRODUCTION AND PROGRAM DESCRIPTION

The Counseling Psychology Program at the University of Oregon has been nationally accredited by the American Psychological Association since 1955, making it the 9th oldest accredited counseling psychology program in the country. (Blustein et al, 2005) The program’s philosophy and goals have evolved over the past 50 years, as has the discipline as a whole. Through this evolution the program is able to provide state-of-the-art training to students. Because the Counseling Psychology Program is housed in a college of education, we have pragmatically focused our training to be consistent with and to contribute to the larger mission of the college in ways that maintain the integrity of counseling psychology as a discipline. In the mid-1990s, the program implemented changes in curriculum and training focus by initiating an ecological model of training. Although contemporary in focus, our prevention and intervention training emphasis on the science and practice of working with adults, children, and families within their contexts is consistent with the historic mission of counseling psychologists.

Our program has set forth a vision of what the counseling psychologist of the next century should be, and we make every effort to train our students to this vision. For example, students receive a core skills sequence that focuses on individual, child and family, and on community and preventive interventions implemented in both clinic and community settings. This sequence was designed to help you develop and apply clinical skills to a broad range of practice settings and populations, and to assess and intervene in a manner relevant to the larger context in which human problems develop. The implementation of our ecological model of training has continued to evolve with the addition of new faculty and ongoing feedback from students and colleagues over the last decade. We believe that our current program retains the past tradition of excellence while preparing you for the realities and challenges of the 21st century.

Program Philosophy: An Ecological Model

The Doctoral Program in Counseling Psychology emphasizes an ecological model of training, research, and practice with a particular focus on prevention and treatment work relevant to children, adolescents, families, and adults within their environments. Consistent with the work of Urie Bronfenbrenner (1978), the ecological model recognizes that human behavior always occurs within a context. These contexts must be considered if behaviors, cognitions, and emotions are to be understood. Assessment, intervention, and research are viewed within the unique social, historical, political, and cultural context in which they occur, and students are trained to consider these contextual factors in all aspects of their work. As scientist-practitioners, students combine theory and research with clinical practice while working with individuals, children, families, and the community as a whole. Failure to consider person-system interactions leads to interventions that are inefficient at best and that may be harmful at worst, and to research that is limited in scope and applicability. The urgency of our society’s need for an ecologically based psychology is underscored by the fact that counseling psychologists work more and more with clients experiencing multiple social problems such as substance abuse, crime, dropout, unsafe sexual activity, poverty, and teen parenthood. Counseling psychologists must increasingly work to reduce or eliminate risk factors, develop protective interventions that contribute to resilience and pro-social adjustment, and support and strengthen aspects of the community that contribute to the psychological well-being of its members (McWhirter, McWhirter, McWhirter, & McWhirter, 2006; Stormshak & Dishion, 2006).

The philosophy, objectives, and curriculum of the Counseling Psychology Program at the University of Oregon follow this ecological model. We believe it is critical to train counseling psychologists who are prepared to engage in
research and practice within environmental contexts that change, and who are prepared to have a positive impact on those environmental contexts. We believe that counseling psychologists must take an active role in shaping environments; that they must themselves become a conscious part of the system of social forces that define and determine our professional practice (Chronister, McWhirter, & Kerewsky, 2004; McWhirter, 2001; Prilleltensky, 1997). This is central to understanding and implementing an ecological model of training. As a result of this focus, you will be prepared to assess, intervene, evaluate, and produce new knowledge relevant to the psychological well-being of children, adults, families, and community institutions. You are taught multicultural counseling competencies and, wherever possible, issues related to human diversity are integrated throughout coursework, practice, and research opportunities. You are trained to see human behavior and each potential intervention as occurring within a social, historical, cultural, and political context. Further, your research will consider interactions between psychological phenomena and their social, physical, and institutional surroundings.

Counseling psychologists are in a unique position to take a proactive, preventive role in dealing with a wide range of human problems. To support this, our ecological model emphasizes practical training in interventions that help individuals, groups, and institutions to prevent or ameliorate negative outcomes and to foster health-promoting behaviors. The Ph.D. is a research and scientific degree that involves a great deal of scientific training and practice. Thus, in the program, we also emphasize research that aids in the identification and reduction of known risk factors, as well as the development of predictive indices and the creation of healthy social systems. We believe that for you to have maximum impact in your future professional work as scientists and practitioners, it is our responsibility to train you as scientist-practitioners who strive to accomplish great goals. These goals include, but are not limited to, reducing and eliminating risk factors in the populations with whom you work, developing preventive interventions that contribute to resilience and pro-social adjustment, and supporting and strengthening aspects of communities that contribute to the psychological well-being of its members. Our continuing goal is to train you to be key facilitators in these change processes.

COURSEWORK

Coursework Areas

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains: (a) Psychological Foundations; (b) Research Competencies; (c) Practitioner Competencies; and (d) Professional Competencies. A minimum of 175 graduate quarter credits is required for graduation. As doctoral students, you are also required to designate coursework as part of the 175 credit total that constitutes a supporting area for your major in Counseling Psychology. A supporting or specialty area is a set of 3 or more classes in a topic area of special emphasis. Sample topic areas: “statistics”, “multicultural psychology” and “college student development”. Please be sure to consult regularly with your faculty advisor throughout the process of selecting courses and designing a program of study. The next few sub-sections describe some of the nuts and bolts about coursework that you should be aware of before you check out specific courses in the multiyear curriculum.

Doctoral Program Plan

The Doctoral Program Plan is an important document that you must complete before the end of your first year in the program. The requirements of the plan are designed to ensure that you integrate practice, theory, and research in your coursework. As you develop your plan of studies, keep in mind that it must meet several different sets of requirements and professional objectives set forth by the Counseling Psychology Program, the Area, the College of Education, and the Graduate School. The program is not only interested in your graduation, but in preparing you for professional research and practice careers. As such, we make every effort to ensure that you are prepared to understand and meet licensure requirements as psychologists.
Courses Completed Before Entering the Program

Course Waivers

You may request a waiver when you wish to substitute previous work for required courses. *Waiving a course does not allow you to reduce the total required credits in a given domain.* To waive a course you must prepare a petition for your advisor that includes the instructor's signature for the course waived as well as your advisor's signature. When course substitutions have been approved by your training director as meeting current program requirements, you must list the date and the institution where the course was taken and record the date that the substitution was approved in your final program plan. Return the completed petition and the revised program plan to the academic secretary for your academic file.

Course Transfers

Graduate-level course work completed at another institution may apply to the program plan if the course content and level of credit is substantially equivalent. Transfers can be used to add to your program or replace required courses to meet the number of required credits in a given area. Either your advisor or program director's approval is required for these courses prior to faculty review. Once you receive the approval of your advisor or training director for transferring a course, you then submit a request for approval of such transfers to the counseling psychology faculty for final approval. This can be done before or when you submit your program plan for faculty approval. Copies of course outlines or catalogue copy should be attached to your program plan. *Courses dealing with legal and ethical issues completed seven years or more prior to entering the program are not eligible for transfer.*

To transfer previous coursework you must request the *Graduate School Transfer of Graduate Credit* form from the academic secretary. Official transcripts must accompany the completed form for coursework completed at another institution. You should provide documentation in the form of course syllabi, a table of contents of required texts, etc., to document that the previous course covers specific course requirements. Return the completed form and the revised program plan to the academic secretary for processing. *Previous courses are applied on a credit-for-credit basis. Courses from universities using an academic semester system are translated into quarter term credits using Graduate School guidelines.*

If a previously completed graduate level course is not obviously comparable in content to a current requirement or was taken up to 6 years before submission of the program plan, you should provide documentation in the form of course syllabi, table of contents of required texts, example work such as term papers, etc., to document that the previous course covers a specific area of the Ph.D. Program Plan. You should prepare a very brief proposal along with this documentation that articulates your request to count a previous course for a current course in the program. This proposal needs to be approved and signed by your advisor, who will then submit it to the Training Director for approval. In some cases, you may be asked to complete an examination to demonstrate competency in this area.

Time Limit

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

Testing Out

You may not "test out" of program requirements for which you have completed no graduate level course work.

Licensure Requirements

The Counseling Psychology Program provides a systematic program of study that is accredited by the American Psychological Association. Although the program seeks to support your long-term plans, *responsibility for meeting licensure requirements rests with you as the student.* Each state has varying requirements. Obtain the specific requirements for the state in which you want to obtain licensure when you plan your program. The definition of core psychology courses also varies from state to state. Therefore, save the course syllabi, textbook titles, credentials of your professors (degree and licensure), papers, and examinations for all doctoral courses. You may request a packet for Oregon licensure from: Oregon Board of Psychologist Examiners, Salem, Oregon. Addresses for State and provincial boards may be located at [www.asppb.org](http://www.asppb.org).
Background Check
The College of Education requires that each student complete a criminal background check upon entry into the program and prior to the enrollment in practica. Forms and information about this background check are included in Appendix H. Students who do not successfully pass the background check cannot complete the practicum sequence, and therefore are not eligible to receive their Ph.D. Your background check should be completed by the end of your first quarter in the program with documentation given to our academic secretary for your student file.

Master’s Degree and eligibility along the way to doctoral degree
The Counseling Psychology Program does not offer a terminal master’s degree. That is, no students are admitted to the program with the intention of receiving a master’s degree only. However, most students who enter with a bachelor’s degree do receive a master’s degree (M.S.) during the program. Students are eligible to receive the M.S. degree after they have completed three years of coursework, both the adult and child/family practicum, and they have written a publishable empirical research paper that serves as the master’s project (may be qualitative or quantitative). Many students choose to publish this paper in an empirical journal, however, this is not a requirement of the degree. Faculty encourage publishable master’s projects to enhance student career development.

Students who enter the program with a master’s degree from another University may choose to receive an additional master’s degree (M.S.). Most students do not choose to receive this degree and instead focus their energies on the doctoral program.

There are two other master’s degree options that may be available on a case by case basis for some students. The first is the M.Ed which is awarded to students who choose to leave the program for personal reasons after they have completed at least one year of coursework. This is a non-clinical degree and requires no practicum experience. Note that this degree is not issued to regular students continuing in the doctoral program.

The Master’s of Arts (M.A.) may also be an option for students who are leaving the program. The M.A. requires two years of coursework, a master’s project that may be a literature review (non-empirical) and language competency in a foreign language. This final requirement (the language competency) prohibits most students from seeking this degree upon their decision to leave the program.

Procedures for Program Plan Approval
Planning the program of study is the joint responsibility of you, your advisor, and the faculty. Draft your program plan using the Doctoral Degree Requirements checklist as a guide and as a basis for consulting with your advisor about how any previous coursework might meet current requirements. Once you complete your draft you are ready to record and submit your official plan of study to your advisor and the Counseling Psychology faculty for approval.

Your advisor and/or the program faculty may make suggestions for changes and return the plan to you for revision. Once the plan is approved, the original copy is filed with the academic secretary. You are required to create a copy for your personal records. Minor changes to the approved plan, such as the substitution of one course covering substantially the same content of other courses, can be made with only your advisor's approval. More substantive revisions require approval of the entire faculty.

Your program plan must be approved and on record with the academic secretary before you take your comprehensive examination. When you are ready to graduate, your plan will be reviewed by the Graduate School and the College of Education, primarily to ensure that the residency requirement has been met, the 18 hours of dissertation credit have been completed, and that there are no incomplete grades. It is a good idea to file a revised program plan the quarter before you plan to graduate so that the plan on file and your transcripts match. Important: Keep ALL of your course syllabi from all the classes you take during your doctoral training!
### SAMPLE COURSE PROGRESSION

The following progression represents the most common progression for classes and shows the flow of courses we use to implement our ecological model of training. Below we also tie in additional program requirements, such as different components of the comprehensive examination, to coincide efficiently with your coursework. A narrative description of this course list appears in Appendix A. Your specific sequence of courses will vary from the "sample course plan" described below depending on whether you enter the program with a Bachelors or Masters degree and depending on previous coursework. Talk with your advisor and training director early in the program about possible modifications.

### Year 1

You will notice that the first year has a high number of core courses to help prepare you for subsequent research and clinical activities. During the first year you are also expected to:

1. become involved in a research study or work on a research study of your advisor or an advanced doctoral student;
2. if you start the program with a master’s degree in a closely related area, you may begin your first practicum in your first year of study pending space availability and faculty approval,
3. turn in your Program of Study document. To coincide with your ethics class, you will also complete the ethics portion of your comprehensive examination at the end of your first year.

If you enter the program with a Master’s degree in a related area, you will find that your coursework during your first year in the program is made up of both first year and second year courses as listed here and on the next page.

#### FALL (16 credits)

- CPSY 607: Seminar: Science and Practice of Counseling Psychology
- CPSY 613: Introduction to Counseling Psychology
- CPSY 615: Counseling Diverse Populations
- SPSY 617: Tests & Measurements in Education
- CPSY 641: Beginning Counseling Skills

#### WINTER (16 credits)

- CPSY 607: Doctoral Research Seminar (with your advisor)
- CPSY 610: Ecological Bases of Behavior
- CPSY 614: Theories of Counseling
- CPSY 617: Theories of Career Development (every other year)
- SPSY 618: Statistics in Education I

#### SPRING (16 credits)

- CPSY 607: Doctoral Research Seminar (with your advisor)
- CPSY 612: Professional Ethics
- SPSY 619: Statistics in Education II
- CPSY 643: Community & Preventive Interventions (every other year)
- MFT 624: Group Psychotherapy

#### SUMMER (12 credits) Options

- CPSY 601: Research credits (6-9 credits) (sign up with your advisor)
- CPSY 510: Alcohol & Drug Detection & Intervention

Psychology core or elective Course

**Note:** Always register for a full 16-credit load every fall, winter, and spring term; and always register for a full 12-credit load during summer unless you have specifically discussed this with your advisor. Summer credits come through content courses or via research or externship credits to coincide with research and clinical activities that are summer-based and/or that continue throughout the year.
Year 2
Your first-year long practicum starts in your second year. This practicum is designed for you to work with adult clients in one of two college student counseling center settings or the Veterans Center. It is also a good idea to plan and work on your “specialty area” comprehensive toward the end of year 2 (see the next section of the handbook for details). Continuing in the second year and in every subsequent term you are enrolled in the program, you will enroll in the Doctoral Research Seminar or the “Docsem” of your primary advisor. During the second year you should also plan your first research study with your advisor.

**FALL (16 credits)**
- CPSY 607: Doctoral Research Seminar
- CPSY 609: Adult Practicum
- CPSY 610: Psychopharmacology (every other year)
- SPSY 620: Multivariate Statistics & Research Design
- CPSY 651: Advanced Individual Counseling Interventions

**WINTER (16 credits)**
- CPSY 607: Doctoral Research Seminar
- CPSY 609: Adult Practicum
- MFT 620: Psychopathology
- CPSY 622: Psychological Assessment
- CPSY 642: Child/Family Intervention

**SPRING (16 credits)**
- CPSY 607: Doctoral Research Seminar
- CPSY 609: Adult Practicum
- SPED 607: Adv. Research Design
- SPSY 672: Intellectual Assessment
- PSY 610: Child Psychopathology

**SUMMER (12 credits)**
- CPSY 601: Research (1-12)—sign up with your advisor
- CPSY 607: History & Systems of Psychology
- CPSY 609: Externship (4)—sign up with the Training Director (Externship Credits can only be taken after the completion of Adult or Child/Family practicum.)

Psychology core or elective Course
Year 3

In the third year you complete your second year long practicum, which is designed for you to work with children and families in both clinical and community settings. During this year you also need to (1) complete your Specialty Area Comprehensive; (2) take the written comprehensive examination during the spring term (or the following fall—during the beginning of the fourth year. It is strongly recommended that you complete comps in the spring term, and then focus on your dissertation proposal so that potentially you can defend the proposal before the end of the spring term.

**FALL (16 credits)**
CPSY 607: Doctoral Research Seminar
SPED 626: Grant Writing (or Fall 4th year)
CPSY 609: Child/Family Practicum
College of Education Research Methods Course **

**Note:** The College Research Methods course includes a two-term sequence of either Qualitative Research (F&W), Program Evaluation (W&S), or Single Subject Design (W&S).

**WINTER (16 credits)**
CPSY 607: Doctoral Research Seminar
CPSY 645: Health Psychology (every other year)
CPSY 609: Child/Family Practicum
College of Education Research Methods Course
Psychology Core or Elective course

**SPRING (16 credits)**
CPSY 607: Doctoral Research Seminar
CPSY 609: Child/Family Practicum
College of Education Research Methods Course
Psychology core or elective course
Additional assessment course (optional, but recommended)

**SUMMER (12 credits)**
CPSY 601: Research or
CPSY 603: Dissertation (if you have successfully completed your comps and advanced to candidacy)
CPSY 609: Externship
Year 4
During this year you should (1) defend your dissertation proposal; (2) complete your internship applications, due in the fall term; (3) hold your Dissertation Proposal defense by November 1 to be eligible to apply for internship; and (4) take the fall supervision class.

**FALL (16 credits)**
- CPSY 602: Supervised College Teaching (take any term this year)
- CPSY 603: Dissertation
- CPSY 607: Doctoral Research Seminar
- SPED 626: Grant Writing (or Fall 3rd year)
- CPSY 654: Supervision & Agency Administration

**WINTER (16 credits)**
- CPSY 607: Supervision Seminar (3) (optional)
- PSY: Psychology core or elective course (3-4)
- CPSY 603: Dissertation (variable)
- CPSY 607: Doctoral Research Seminar (3-4)

**SPRING (16 credits)**
- CPSY 607: Supervision Seminar (3) (optional)
- PSY: Psychology core or elective course (3-4)
- CPSY 603: Dissertation (variable)
- CPSY 607: Doctoral Research Seminar (3-4)

**SUMMER**
Although optional for students, no summer enrollment is expected before the internship year. If you plan on being on campus and enrolled in courses and will have a GTF in the subsequent fall term, then you are expected to enroll for the full 12 summer credits just as in previous years.

Year 5
Internship Year

**FALL (3 credits total)**
- CPSY 704: Internship (3) **

**WINTER (3 or 4 credits total)**
- CPSY 704: Internship (1 credit, or 3 credits if you are not enrolled for 3 dissertation credits)
- CPSY 603: Dissertation (3 only if you are defending this term)

**SPRING (3 or 4 credits total)**
- CPSY 704: Internship (1 credit, or 3 credits if you are not enrolled for 3 dissertation credits)
- CPSY 603: Dissertation (3 only if you are defending this term or graduating this term)

**Note:** Refer to section “Enrollment During Internship” for enrollment guidelines.
DOCTORAL DEGREE REQUIREMENTS CHECKLIST 2006-2007

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains (a) Psychological Foundations (b) Research Competencies (c) Practitioner Competencies (d) Professional Competencies. A minimum of 175 graduate credits is required for graduation. Course selection and planning is done by the student in consultation with the advisor and in accord with the specifications below.

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

DOMAIN 1: PSYCHOLOGICAL FOUNDATIONS (27 credits minimum)

The focus is on developing a broad base in the general principles and theories of psychology. Students gain knowledge in each of five areas: Biological Bases, Social Bases, and Cognitive & Affective Bases, Individual Bases of Behavior, and History and Systems of Psychology. Some states may require more than 6 term credit hours in some foundation areas; it is the student’s responsibility to investigate licensure requirements in states of intended residence. Keep in mind that applied and/or practicum classes will not count as a base of behavior, that is, toward licensure, in most states.

Area 1: Biological Bases of Behavior (6 credits minimum)

Biological Bases of Behavior coursework may cover the following: The fundamental aspects of brain-behavior relationships; neuron physiology; sensory systems, nonspecific afferent systems; emotion, motivation, and learning from a "biological" viewpoint; comparative animal behavior; psychopharmacology; structure and function of the brain.

_____ Required: CPSY 645: Health Psychology

_____ Required: CPSY 610: Psychopharmacology (offered every other year)

Additional courses that you may take as electives include:

_____ CDS 610: Neuroanatomy
_____ PSY 545: Brain Mechanisms of Behavior
_____ PSY 549: Human Neuropsychology
_____ PSY 550: Hormones and Behavior
_____ PSY 610: Neuropsychological Assessment (seldom taught)

Area 2: Social Bases of Behavior (6 credits minimum)

Social Bases of Behavior coursework may cover the following: Factors leading to the development, maintenance, and modification of social attitudes and beliefs; human aggression, prejudice; altruism; attitudinal and situational components of social behavior; community psychology; organizational behavior; theory and research on group behavior.

_____ Required: CPSY 610: Ecological Bases of Behavior

Additional course options include:

_____ PSY 556: Social Psychology
_____ PSY 557: Group Dynamics
_____ PSY 578: Social Development

Area 3: Cognitive and Affective Bases of Behavior (6 credits minimum)

Cognitive and Affective Bases of Behavior coursework may cover the following: Current theories and research in conditioning (classical and operant); discrimination learning; transfer of learning; verbal learning; memory and problem-solving; motivation; emotion; psychophysics; letter and word perception; visual masking.
Select two (2) courses: options include but are not limited to:

- CDS 607: Psychology of Language
- SPED 660: Design of Instruction
- PSY 533: Learning and Memory
- PSY 535: Cognition
- PSY 558: Decision Making
- PSY 568: Motivation & Emotion

**Area 4: Individual Bases of Behavior (6 credits minimum)**

Individual Bases of Behavior coursework may cover the following: Quantitative assessment of human characteristics; research findings concerning intelligence, achievement, aptitudes, interests and personality; group differences related to sex, age, social class, race and nationality; descriptive psychopathology; research on intervention outcome, critical comparisons of significant personality theories.

- **Required:** MFT 620: Psychopathology
- **Required:** SPSY 650: Developmental Psychopathology
  
  Or PSY 610 Developmental Psychopathology

Additional courses in this area that may be taken as electives include:

- PSY 559: Cultural Psychology
- PSY 623: Personality Assessment

**Area 5: History and Systems of Psychology (3 credits)**

- **Required:** CPSY 607: History & Systems of Psychology (Web Based—Summer)
DOMAIN 2: RESEARCH COMPETENCIES (64 CREDITS MINIMUM)

Coursework and hands-on experience ensure that students develop basic skills in formulating questions, designing and carrying out research, and disseminating results appropriately and effectively. In addition to courses in research design and quantitative research methods, students develop a second specialty by taking an approved course in one of the following three areas: (a) qualitative research methods, (b) single-subject research methods, or (c) program evaluation. The capstone of research training in the Counseling Psychology program is the dissertation. Unless otherwise indicated, all courses in this area are specific requirements.

Please note that the Doctoral Research Curriculum within the College of Education has been under revision since Fall of 2005 and we expect changes in your requirements as a result of these efforts to enhance our research training. The Program will provide an updated set of requirements for Domain 2 as the College finalizes its revision process.

Area 1: Statistical Methods (10 credits minimum)

Coursework may cover the following: Basic concepts of probability and statistics; use of probability theory in psychological theory construction; application of multivariate methods; design of experiments; theory of measurement; factors affecting reliability and validity; test construction. Select either Block Option I -or- Block Option II in consultation with your advisor. The block must be approved by your advisor. Block Option 2 is appropriate only for SOME students who have had previous graduate-level coursework in statistics; note that Block II creates a variety of scheduling problems.

Block Option 1:

_____ SPSY 617: Tests and Measurement in Education
_____ SPSY 618: Statistics in Education I
_____ SPSY 619: Statistics in Education II
_____ SPSY 620: Research Design in Education (completes the SPSY stats sequence; this is a stats course).

Area 2: Research Design (9 credits minimum)

Research Design coursework may cover: Design of experiments and analysis of experimental data in the behavioral sciences. Quantitative and experimental methods of psychology as natural and social science: experimental design, data collection, evaluation and interpretation of results.

_____ SPED 626: Grant Writing

Area 3: Secondary Research Competency (6 credits minimum)

Select one two-course block from the areas below:

_____ SPED 607 & 609: Program Evaluation I & II

_____ SPED 665 & 666: Qualitative Research in Education I & II

Area 4: Pre-Dissertation Research (21 credits minimum)

_____ CPSY 601: Research
_____ CPSY 607: Doctoral Seminar

Area 5: Dissertation Research (18 credits min; need 3 cr. each for the term prior to & during dissertation defense)

_____ CPSY 603: Dissertation
DOMAIN 3: PRACTITIONER COMPETENCIES (71 credits minimum)

This area is subdivided into four components that form an integrated instructional sequence: Core Knowledge & Applied Skills, Practica & Advanced Practitioner Skills, Assessment, and the Pre-doctoral Internship. Unless otherwise indicated, all courses in this area are specific requirements.

Area 1: Core Knowledge and Applied Skills (27 credits minimum)

Courses impart beginning level didactic content and the specific information needed to plan and implement effective interventions. These courses also cover theoretical models and research findings about working with individuals, groups and systems, about assessment and evaluation, about various populations and contexts within which preventive and remedial interventions may occur. Courses also attend to increasing student sensitivity to diverse populations and multicultural competence.

- CPSY 614: Theories of Counseling
- CPSY 615: Counseling Diverse Populations
- CPSY 617: Theories of Career Development
- CPSY 641: Beginning Counseling Skills
- CPSY 642: Child and Family Interventions
- CPSY 643: Community and Preventive Interventions
- MFT 624: Group Psychotherapy
- CPSY 651: Advanced Individual Interventions

Optional:
- CPSY 510: Alcohol and Drug Detection and Intervention

Area 2: Practica & Advanced Practitioner Skills (18 credits minimum)

Courses involve the provision of counseling interventions for clients in DeBusk and other community settings. Activities include assessment, treatment, consultation, psychoeducation, and referral for adults, children, families, and groups.

- CPSY 609: Practicum (Adult)
- CPSY 609: Practicum (Adult)
- CPSY 609: Practicum (Adult)
- CPSY 609: Practicum (Child-Family)
- CPSY 609: Practicum (Child-Family)
- CPSY 609: Practicum (Child-Family)

Courses emphasize applied experience, although the courses uniformly require reading, review of research, and didactic learning. A variety of practicum and field experiences allow students to acquire the skills of a competent professional psychologist.

Electives include externship experiences:
- CPSY 609: Externship

Area 3: Assessment (8 credits minimum)

- SPSY 672: Intellectual Assessment
- CPSY 622: Psychological Assessment II

Additional Assessment course recommended. Options include but are not limited to:
- SPSY 610: Social and Emotional Assessment of Children
- SPSY 671: Behavioral Assessment
- PSY 610: Neuropsychological Assessment

Area 4: Pre-doctoral Internship (5 credits minimum)
Internship involves completing a 2000 clock-hour training experience at an APA accredited training site.

CPSY 704: Doctoral Internship

**Refer to section “Enrollment During Internship” for enrollment guidelines.

**DOMAIN 4: PROFESSIONAL COMPETENCIES (12 credits minimum)**

Courses in this area help students learn the professional issues of practicing psychologists and the ethical standards to which counseling psychologists adhere. Courses focus on the integration of the science and practice of counseling psychology. Students also gain a beginning experience in teaching as a way of passing on their knowledge to a new generation of professionals via supervised college teaching. All courses in this area are specifically required.

- CPSY 607: Seminar: Professional Issues in Counseling Psychology
- CPSY 612: Professional Ethics
- CPSY 613: Introduction to Counseling Psychology
- CPSY 654: Supervision & Agency Administration
- CPSY 609: Supervision Practicum (optional)
- CPSY 602: Supervised College Teaching

**ELECTIVE SEMINARS OR COURSES**

A minimum of 175 credit hours is required for graduation. Students may need to add elective coursework to meet this requirement. Further, students are expected to identify a specialty area in graduate work. This section of the document provides you with a way of recording the electives that you take to meet the 175 hour requirement and that you take to support your specialty area. Additional courses in Psychological Foundations, advanced practitioner skills, or statistics and research methodology are highly recommended.

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DOCTORAL DEGREE PROGRAM PLAN
COMPREHENSIVE EXAMINATION AND COMPETENCIES

Purpose
The doctoral comprehensive examination is a requirement established by the Graduate School and represents an important milestone in your professional preparation. Within the Counseling Psychology Program, the comprehensive exams consist of a written and oral examination, and specific written work. In addition, students are required to complete a teaching competency. These tasks are designed to assess your ability to communicate mastery and integration of knowledge in content areas that include (a) psychological foundations, (b) empirical foundations, (c) practice foundations, and (d) professional competencies. Note that these categories are not mutually exclusive.

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

State psychology licensure boards expect psychologists to possess a common core of knowledge about the discipline of psychology prior to obtaining a license. In a similar fashion, the program expects counseling psychology students to possess a core of knowledge and skills prior to advancement to candidacy. Your examination may cover content that was not presented in the context of courses you have taken, assigned readings, or faculty presentations. Your faculty will design a comprehensive examination that addresses various aspects of the core of knowledge and skills associated with psychology and more specifically, Counseling Psychology.

Description
Comprehensive examinations occur over a series of terms, with different competencies being met at different points in your progression through the program. The comprehensive exams have three components that must be satisfied (passed) prior to advancement to doctoral candidacy (i.e., before signing up for dissertation credits, before defending the dissertation proposal, and before applying for internship). In addition, the teaching competency requirements must be met before actually leaving for internship. Note that although the teaching competency is required it is not part of the formal comprehensives and therefore it does not have to be completed prior to advancement to candidacy. The following is a brief outline of comprehensive examination components and competency requirements. The sections that follow describe the comps format in greater detail.

Comprehensive Examination Requirements
1. Oral ethics examination.
2. Demonstration of knowledge of a specialty area in psychology by writing a comprehensive literature review and/or a first-authored empirical manuscript and/or major federal grant application that you submit for publication or funding consideration BEFORE you are eligible to pass this comp.
3. An in-house written examination of a more traditional nature; divided into four two-hour content sections (Counseling Core; Psychological Foundations; Professional Issues and Competencies; and Research Design/Methods/Statistics).

Competency Requirements
1. Demonstration of teaching effectiveness through completing a set of teaching activities. (Teaching Competency)

Comprehensive Examination Components:
a. Oral Ethics Comprehensive Exam
At the end of the Professional Ethics course, you will be presented with a 1½ hour structured oral examination. You will be presented with two written case vignettes and will respond to dilemmas presented and answer questions pertaining to your analyses of the cases. A two-member committee, typically consisting of the ethics instructor and the student’s advisor, will evaluate each exam. If these are the same people, the student will select a second faculty member to serve on this committee. The oral format of this comps exam provides you with the opportunity to experience the type of oral exam similar to those used by many states, including Oregon, for psychologist licensure.
Procedure
This exam is set up during the student’s Ethics course. The ethics instructor and a second committee member will administer the exam, usually near the end of the quarter that you take ethics. If you enter the program and have already taken an equivalent ethics course that covers the ethics code for psychologists, you are still required to fulfill this comp at the end of your first year and must schedule the exam with the ethics instructor and a second committee member. *The ethics comp must be passed prior to taking practicum (unless special permission is obtained from the faculty) and in all cases, prior to the written comprehensive exam.* Students who fail the ethics comp will develop a plan for remediation with faculty and will re-take the exam. A student who fails this comp twice will be terminated from the program. See Appendix B for a detailed description of evaluation criteria and procedures for the Oral Ethics Comp.

b. Specialty Area Comprehensive Exam

Purpose
The purpose of this comp is to provide you with experience in writing a publishable quality paper and to give you greater opportunity to learn about a specific area of research “in depth.” This paper may also serve as grounds for starting your dissertation proposal, or it may be in an area that you have interest in pursuing further in the future. This comp will assist you in learning technical social science writing and in formatting a paper for publication. The specialty area comprehensive exam must be completed prior to advancement to candidacy, however, it is not necessary for you to complete this prior to taking the written exam.

Options

Students will complete one of the following options in order to pass this comprehensive:

- You may complete a comprehensive literature review of an area of your choosing and present the written results as your specialty area. This paper should be your best effort, with expectations that it be a publishable, integrative paper that critiques existing research and practice in a given area. As such, you need to prepare a literature review that is of publishable quality. Publication of the paper, however, is not required for you to pass this comprehensive. As well as demonstrating thorough knowledge of a given specialty area, this literature review could be considered the groundwork for your dissertation. Therefore, this comprehensive serves you by giving you a jump-start toward your dissertation work and a possible publishable manuscript. You can see that it is very important to work with your advisor on completing this requirement.

- You may be first author of an empirical (quantitative or qualitative) research paper to fulfill this requirement. This paper is expected to be of publishable quality, as evaluated and supervised by your advisor or another faculty member. The paper may be a pilot study for your dissertation or a separate research project.

- Students may also write a grant proposal to a federally funded granting agency. This proposal must include a literature review, methods, and data analyses section. The complete grant proposal and supplemental materials (e.g., measures proposed to be used, treatment packages, etc.) must be submitted to your advisor for the faculty to evaluate this work as meeting this specialty area comprehensive.

Timeline
The specialty area comp must be completed prior to advancement to candidacy. Students should allow at least a full year to complete this section of comps. This specialty area comp does not need to be completed prior to taking the written in-house comps.

Procedure
You will complete this comp with your advisor, who will approve the topic area and monitor the progress of this project. If you have writing difficulties, you will be asked to consult with the writing lab at the University of Oregon. You should expect to produce multiple drafts of this paper or proposal to be edited and evaluated by your advisor, and thus you really need to carefully consider the timeline for completion of this project. Typically, you will work closely with your advisor on this project. You must be the first author of this paper. Exceptions may include papers...
in which you did the majority of work, but for which you could not be first author. Any exceptions to this first-author rule should be addressed and approved by the advisor before you commence writing.

If you enter the program with a bachelor's degree and you plan to complete a Master's project to obtain your M.S., the project you complete for your Master’s degree (which has more stringent requirements) can count as your specialty area comp. The purpose of this comp is to give you an opportunity to learn about a particular topic "in depth". The Master's project typically serves that purpose. Note that a master's project from another University does not count to fulfill this competency.

Examples of projects that count for the specialty area:

1. Your master’s project that you worked on with your advisor at the University of Oregon.
2. A publishable literature review that is related to your ideas for your dissertation
3. A publishable article that you started at another University (such as a master's project or thesis), but finished here at the UO in collaboration with your advisor in our program. (Your University of Oregon advisor is a co-author on the publication.)

Examples of projects that DO NOT count for the specialty area:

1. A master’s project from another University that you have worked on WITHOUT consultation and assistance from your UO advisor.
2. An independent research project, book, or paper that you wrote prior to entering the UO doctoral program.
3. A literature review from a class that has not been updated and formatted for publication both in writing style and content

### 3. Formal Written Comprehensive Exam

Part of comps is completing an in-house written examination. This involves one day (from 8 a.m. to 5 p.m. with a one-hour break from 12-1 p.m.) in which you will receive up to 4 questions in a closed-book examination format. Two questions are typically administered in the morning and two questions in the afternoon. These cover the following content areas:

- 8 a.m. – 12 p.m.—Counseling Core and Psychological Bases of Behavior
  - Includes Group Counseling, Vocational Counseling, Counseling Theory, Developmental Psychopathology, Multicultural Counseling, Child and Family Interventions and the four psychology core scientific areas.
- 1 p.m. – 3 p.m.—Professional Issues and Competencies
  - Includes history and trends in Counseling Psychology, Science Practices in Counseling Psychology, Child and Family Intervention, Community Intervention and Prevention, Ethics, Assessment, Multicultural, Counseling, and statistics.
- 3 p.m. – 5 p.m.—Research Design/Methodology/Statistics

You will turn in responses to these content areas at the conclusion of each four-hour block of time and may not add additional information during subsequent time periods. Keep in mind that although questions may focus on one broad content area, you should plan on integrating information from other areas to present the best possible response. Citing of professional references in your exam responses to support your statements is required. The content areas listed closely parallel but also exceed content within the four major domains identified and listed in your program plan. Answers must be typed or word-processed. You may use a computer for word-processing, however; the program will not provide a computer for you.

**Procedures**

At least one quarter prior to taking the exam you must notify the Training Director and your advisor of your intention to take the written portion of the comprehensive exam. Your advisor will work with you on a timeline that is
consistent with your goals and training. For the written examination, all members of the counseling psychology faculty are eligible to serve on the examination committee, although not every faculty member will read every response. At least two committee members grade each response.

**Evaluation**

The faculty are responsible for developing the written exam questions and evaluating the responses. Your advisor is primarily responsible for providing the information and guidance you may desire in preparing for the comprehensive exams. However, you may wish to consult with other faculty members individually or as a group as part of your preparation process. The readings for this comp include the reading lists from the syllabi of all coursework in the program. There is no formal reading list for you to prepare or for your advisor to approve. However, many students find it helpful to develop a reading list as a tool for studying. You are expected to be proactive about seeking this information. You may wish to ask your faculty: (a) Are there any readings that are considered to be standard preparation in any of the topic areas? (b) Given your knowledge of my performance to date, where would you suggest I concentrate my study in preparation? See Appendix C for a detailed description of evaluation criteria and procedures for the written comprehensive examination.

**Eligibility to take Comprehensive Exams**

The “Oral Ethics Comprehensive Examination” typically takes place during the first year of study, prior to practicum, whereas the “Written Comprehensive Examination” typically takes place no earlier than the end of the third year of study. Your program plan must be approved and on file with the Academic Secretary before you can take the Written Comps Examination. The “Specialty Area Comprehensive Project” must be completed before advancement to candidacy. All comprehensive exams must be passed before you are eligible to defend the dissertation proposal. Comprehensive exams must be passed/completed and the dissertation proposal must be defended by **November 1st of the year you will apply for internship**. In addition, the teaching competency must be completed and passed before leaving campus for internship.

### Helpful Advice for Written Comps

Preparation for this comprehensive examination is a complex task that does not lend itself to simple formulae. The academic secretary maintains a file with sample comprehensive examination questions that can provide an idea of the types of questions asked in the past. Focused review of all relevant coursework, practical experiences, and research activities is suggested. Ongoing reading of the *APA Monitor*, the *Journal of Counseling Psychology*, *The Counseling Psychologist*, the *American Psychologist*, and other relevant journals is one way to engage in long-term advance preparation for the comprehensive exams. Students are strongly encouraged to work together in preparing for comprehensive exams by sharing readings and facilitating each other’s preparation. Students who have already passed comprehensive exams are an important source of information. The amount of time that students devote to preparation for comprehensive exams varies widely and is based on factors such as prior knowledge, learning style, confidence, and life circumstances. Most students report spending between 6 weeks of very focused, full-time study to four measured months of preparation, however, only you can determine the amount of time you need.

### Competency Requirements

#### Teaching Competency

This competency may be met through completion of a variety of activities, including but not limited to the following examples:

- Making a class presentation of 75-90 minutes that you deliver in a course in which you are not enrolled (1 point);
- Teaching a course (3 points);
- Facilitating groups in a group teaching format through one entire term (1 point);
- Giving an oral presentation at a state, regional, or national conference (that is different from a class presentation that you may have given) (1 point);
- Giving a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point).
You must complete 3 “points” in order to pass this comp. It is necessary that you be proactive in setting up these experiences. For example, a student who has the responsibility to teach a class would meet the requirement of this comp (e.g., 3 points). However, another student may choose 3 different teaching opportunities (e.g., a lecture, a workshop, and a regional oral presentation on an area of specialty). Competency must be met by having at least 1 (one) lecture reviewed and critiqued by a faculty member or faculty approved equivalent. The other lectures or presentations may be critiqued by the students/audience or by the Teaching Effectiveness Program on campus, who will videotape your teaching and give you feedback. You must provide written documentation describing each qualifying activity and provide evidence in writing of the evaluations and critiques you received (for example, student evaluations and/or a letter from the TEP stating that you used their service). Presentation and public teaching skills will be part of this comp, as well as quality of content presented. The added benefit of this comp is that you will get specific feedback on your presentation skills that will serve you on internship and during your job selection process. You may enroll for your required supervised college teaching credits as you fulfill this requirement, but should discuss this with your advisor and clarify what your teaching competency agreement or arrangement is prior to registering.

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

Your advisor will sign off on the teaching comp form for each of the “3 points.” The Training Director will sign off with the advisor after reviewing the teaching portfolio. Advisors will also review your teaching critiques. The teaching comp must be completed prior to leaving for internship, but does not need to be completed prior to advancing to candidacy. The only way to fail this comp is to not complete the requirements. Students who do not complete the requirements will be considered “not in good standing” and will not be considered eligible to begin the internship year. See Appendices F for the Teaching Competency Plan and Evaluation Form.

Comprehensive Examination Proposal and Application
Students should work with their advisors to develop a comp proposal, delineating the student’s plans for taking all the comprehensive exams and competencies (i.e., approximate timing, specialty topic, and teaching interests). At any time after being approved to take comps, a student may choose not to take the written exam at the time determined with their advisor without penalty.

Accommodations for Students with Disabilities
If you require special accommodations for a specific disability, then you must provide a written request to your Comprehensive Exam Committee. In order to allow your committee and you sufficient time to respond, you must submit your request a minimum of 8 weeks before the comprehensive exams are scheduled to take place. The request should specify the nature of the desired accommodations as well as documentation of your disability from Disability Services. The Comprehensive Exam Committee must reach a unanimous decision regarding your request before submitting your request to the full faculty at the next scheduled faculty meeting. You will be informed of the outcome of the request after the committee/faculty meeting. Your request, along with the committee/faculty response, will be placed in your student file as an official record.

Evaluation of Comps and Notification of the Results
Oral Ethics Comp: See Appendix B for a detailed description of the evaluation criteria for the oral ethics exam. Students will receive verbal feedback and a brief written statement immediately following the oral ethics exam. In cases of failure or when remediation is required, specific written feedback will be provided within 2 weeks of completion of the comp.

Specialty Area Comp and Teaching Competency: The specialty area comp will be evaluated on a pass/no pass basis. Your advisor will determine the acceptability (pass or not) of your specialty area project, therefore, students are encouraged to work closely with advisors on design, planning, and completion of this project.

Written Comprehensive Exam: Efforts will be made to inform you of the results of your formal written comprehensive examination within 15 working days of completing the examination. After you have completed the
comprehensive exam, responses are distributed to the faculty for scoring. Each reader scores the examination separately, with each question rated as, 1 = fail, 2 = marginal performance, 3 = pass and 4 = high pass. The Committee Chair then convenes the committee to review your results and determine the outcome of the exam. You will receive written comments, a list of the scores given by each reader/committee member for each question and an overall "grade" for the comprehensive exam. The criteria for evaluation of the exam include, but are not limited to, accuracy of the response; completeness; integration of relevant content; breadth and depth of response; organization; clarity; professionalism of presentation; and references to relevant scholarly work. There are four possible outcomes or "grades" for the comprehensive exam: (a) failure; (b) pass with remediation; (c) pass; and (d) pass with distinction. See Appendix C for a description of evaluation procedures.

Teaching Competency: You should also meet with your advisor to obtain pre-approval for your teaching competency proposal of activities. You must arrange to have your advisor, other faculty, or faculty member equivalent observe at least one of the three components included in this competency. Upon completion of the teaching competency, you will be expected to submit written materials (your teaching portfolio) and the Teaching Comp form (see Appendix F) to your advisor for final approval/acceptance.

Failure of Comps: You will be allowed to retake any failed comp once. Retakes are typically scheduled after a remediation plan has been satisfactorily completed. In some cases, the faculty may not recommend remediation but may require that the student retake the specific comp failed at the next available administration of the exam. Should you fail the second examination in any given area (e.g., fail the oral ethics comp twice, or fail the written comps twice), the full Counseling Psychology Program faculty will convene to officially terminate you from the program.

Remediation of Comps: Remediation is focused only on the content area that is judged by the committee to be inadequate. The Examination Committee determines the remediation. Remediation options that may be required by the faculty may include all of the following: (a) retake the portion of the exam in the content area failed or in other marginal areas; (b) write a research paper in accord with Committee specifications that addresses weaknesses in the comps responses; (c) complete an oral examination focused on areas of weakness; or (d) participate in activities geared toward enhancement of professional skills and abilities that may have partly contributed to a poor comps performance (e.g., participation in any combination of activities such as a writing seminar, anxiety management training, personal therapy, etc.).

Remediation must be completed by the timeline established by the comps committee. If your remediation efforts are judged to be unsatisfactory by the examination committee, the full Counseling Psychology faculty will determine the next appropriate course of action. A second remediation plan may be required, or the student may have to repeat the entire exam. If a second attempt at remediation or comps retake is judged by the examination committee to be unsatisfactory, the full Counseling Psychology faculty will meet to discuss your possible termination from the program or may convene to officially terminate you.

Appeals: You may appeal a comps grade to the full Counseling Psychology faculty. You must submit your concerns in writing and arrange to be heard at the next scheduled program faculty meeting. Should the faculty fail to support your appeal, you may make further appeals following the procedures established by the COE and the Graduate School.

Records: All activities related to the comprehensive examination, including failed comps grades, any comps grade appeal documentation, and remediation plans and subsequent remediation materials submitted by the student, are placed in the student’s file as part of the confidential student record.

ADVANCEMENT TO CANDIDACY

Advancement

Upon passing all three components of the Comprehensive Examination (Oral Ethics Exam, Specialty Area Comps, and the Written Comps), the Program faculty recommends you for Advancement to Candidacy. Advancement to Candidacy in the UO College of Education requires that Ph. D. students have demonstrated competency across the domains of professional standards, scholarly communication, and educational inquiry. In the Counseling Psychology Ph. D. program, the comprehensive examination process is used to determine advancement to candidacy and is the mechanism by which students (1) demonstrate their knowledge and expertise in specific areas of study, (2) demonstrate integration of knowledge and skills in professional activities related to their scholarship and practice, and (3) demonstrate competence in their general and professional knowledge and their readiness to initiate their
dissertation research project. The application for Advancement to Candidacy is now on-line at the UO Graduate School’s “Grad Web” site. The academic secretary has a form that must be filled out by the student and signed by the student’s advisor prior to the students going on-line to initiate the advancement to candidacy process. The last step in the process is for the Area Head and the Training Director to sign off on a form that is faxed to the Graduate School. The student, the student’s advisor, and the academic secretary receive notice of the successful advancement from the Graduate School via email.

Dissertation Committee Appointment
You may not appoint your committee or defend your dissertation proposal until you have passed your comprehensive examination and been advanced to candidacy. Because you are required to defend your dissertation proposal before applying for internship, you must appoint your dissertation committee at least one term prior to the term you plan to defend your proposal. The appointment of the Dissertation Committee is now done on-line at Grad Web. See the academic secretary for details. You must secure pre-approval of all potential committee members from your chair prior to inviting them to serve on your committee.

Comprehensive Examination and Advancement Chronology

1. You complete the Oral Ethics Comps at the end of your Professional Ethics Class, completing all required documentation as presented in that course.

2. You complete the Specialty Area Comprehensive Exam Paper and turn it into your advisor.

3. You complete the Written Comprehensive exam.

4. Your committee has 15 working days to review your Written Comprehensive exam. You must have your approved program plan on file prior to taking the comprehensive examination.

5. If you fail the exam you must retake it and you will not advance to candidacy; if you “pass with remediation” then you must successfully complete your remediation plan before you may be advanced to candidacy.

6. Upon passing all three Comps, you fill out the Advancement to Candidacy form obtained from the academic secretary. Then go on-line to the Graduate School’s Grad Web site and initiates the on-line Advancement process. URL for Grad Web: http://gradweb.uoregon.edu/

7. Advancement notification from the Graduate School is sent to you, your advisor, and the academic secretary via email.

DISSERTATION

Committee Appointment
You may not request the appointment of your dissertation committee, nor defend your dissertation proposal, until you have passed the three components of the comprehensive examination and been advanced to candidacy. Because you are required to defend your dissertation proposal before applying for internship, you must appoint your dissertation committee at least one term prior to the term you plan to defend your proposal. Your committee must include four members, 3 members from the College of Education and one member who is a faculty member outside of the COE. Dissertation Committee appointment is now done on-line at the UO Graduate School’s Grad Web site. URL for Grad Web: http://gradweb.uoregon.edu/ See the academic secretary for more details. Always obtain advisor approval prior to inviting faculty to serve on your committee.
Dissertation Proposal Approval
You must defend your dissertation proposal by November 1st of the year during which you apply for internship. Consult with your advisor, typically the chair of your dissertation committee, about scheduling a date and time prior to the November 1st deadline to defend your dissertation proposal. Make arrangements with the academic secretary to reserve a room for your defense and to obtain the Dissertation Proposal Approval form that you will need your committee to sign signifying that each member has approved your dissertation proposal. Your advisor will need to review multiple drafts of your proposal before it goes to your committee.

Enrolling for Credit
You must enroll for a minimum of 18 credits of CPSY 603: Dissertation Research. Three credits must be taken in the same term in which you plan to hold your final defense and the term you graduate. Should you defend your dissertation the same term you plan to graduate, then you must enroll in 3 credits of dissertation the term prior to graduation. Note that this may involve registering for dissertation credit while you are away on internship, and this may involve registering for dissertation credit during a summer term (if you are graduating in the summer). You are not allowed to register for any dissertation credits until you have been approved for advancement to candidacy status through the Graduate School. You are expected to read the Graduate School policies regarding dissertation credits and graduation deadlines well in advance of your graduation. Dissertation credits are given the grade of “Incomplete” until your dissertation is completed and approved by the Graduate School.

Research Compliance
If your research includes human subjects, the human subjects review process must be successfully completed before beginning your project. This requirement applies no matter where the research is actually conducted, or who is solicited for participation. This requirement also applies to the use of existing data, both at the University of Oregon or elsewhere, such as Oregon Social Learning Center or Oregon Research Institute. You may not begin any part of your data collection activities or solicitation of research participants until the University Committee for the Protection of Human Subjects (CPHS) has approved your proposal. Procedures for approval of human subjects research can be obtained from the Human Subjects Compliance Internet at http://darkwing.uoregon.edu/~humansub/ or contact Juliana Kyrk, Human Subjects Compliance Coordinator, at Riverfront Research Park, Suite 106, (541) 346-3106. Important note: Even if you are working with a pre-approved data set, the IRB requires that you receive approval to work with data. Therefore, always plan on submitting a human subject’s research request approval even if working with existing data sets.

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

We recognize the rich diversity of methods available to our discipline that facilitates the generation of scientific knowledge. While program faculty members are open to a range of scientific methods, students may only utilize methods: (1) for which they have sufficient training; (2) that can be adequately supervised by the doctoral committee; and (3) for which they have committee approval. For example, a student interested in employing grounded theory methods of qualitative research to approach the dissertation question must have: (1) advisor approval (2) coursework in carrying out grounded theory research; (3) a committee member with significant expertise and experience with grounded theory research methods; and (4) the approval of the dissertation committee. Students must work closely with advisors in the development of the dissertation study.

Format of the Dissertation Document
You should contact the Graduate School and request information that details University standards and requirements for the final dissertation. Your dissertation must contribute significantly to knowledge and show a mastery of the
literature consistent with the standards outlined in the University of Oregon Style & Policy Manual for Theses and Dissertations (copies are available at the Graduate School Office, at the UO Bookstore and online at the Graduate School website). The APA Publication Manual also provides helpful statements on the form and content of a dissertation. Be sure to know that you will need Graduate School APPROVAL for the format of your Dissertation. Please deliver a bound copy of your dissertation to your faculty advisor upon graduation. See the following links:

Graduation Forms, Policies and Resources
http://gradschool.uoregon.edu/graduation_resources.html

Doctoral Degree Procedures and Policies
http://gradschool.uoregon.edu/procedures_policies_doctoral.html

Graduate School Style and Policy Manual for Theses and Dissertations
http://gradschool.uoregon.edu/manuals/graduate/style_manual.html

Scheduling the Final Defense
Contact the academic secretary for the necessary forms and deadlines associated with your application for degree and final defense. You may defend your dissertation the quarter before you leave for internship or any time during the internship year. You may not defend your dissertation prior to spring quarter the year before you go on internship. You must register for 3 dissertation credits the quarter of your defense in addition to 3 credits the term you wish to graduate. For those students defending the same quarter as graduation, you must register for 3 dissertation credits the term prior to defense and the term of the defense.

In order to allow your committee time to review your dissertation, you must submit your final draft to each committee member six weeks prior to the date you have set for your defense. Four weeks before your defense, all members of your committee must sign the Confirmation to Attend the Final Oral Defense form. Fill out or download this form from the Graduate School internet site. Keep in mind that your committee may require additional changes and that these changes may require you to postpone your defense date. It is your responsibility to allow ample time for your committee to read your dissertation and for you to make any necessary changes. Basically, you must have your dissertation complete and ready to defend at the beginning of the quarter that you plan to defend.

Copies of Dissertation for Program Faculty
After you have successfully defended your dissertation, your must order a bound copy of the dissertation for your dissertation chair. This copy may be used by future students and your advisor to refer to your work.

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

Summer Availability of Faculty
Students may schedule the dissertation defense during dead week and finals week of Spring Term. Counseling Psychology Program faculty members receive no compensation for student advising during summer months, even when they are contracted to teach summer courses or are funded by research grants. You should expect that the availability of individual faculty members will be nominal during the summer term and will vary greatly among faculty members.

Dissertation Chronology
1. You must pass your Comprehensive Examination before you request the appointment of your Dissertation Committee.
2. Apply on-line at Grad Web to appoint your Dissertation Defense Committee. See academic secretary for details.
3. Schedule a date to defend your dissertation proposal. Make sure the date you choose is prior to the November 1st deadline of the year preceding your internship experience.

4. Enroll for dissertation credits while you are writing and collecting your data. Make sure that you comply with continuous enrollment requirements established by the University.

5. Obtain approval from the Human Subjects Research Compliance office.

6. Check with the academic secretary or the Graduate School about deadlines associated with scheduling your final oral defense. The academic secretary will submit an Application for Advanced Degree to the Graduate School and there are timeline limitations for when you must defend the dissertation within the term you would like to receive your degree.

7. Obtain format approval for your dissertation document from the Graduate School.

8. Submit the final draft of your dissertation to each of your committee members six weeks prior to the date you plan to defend your dissertation.

9. Have each committee member sign the Confirmation to Attend the Final Oral Defense form four weeks prior to your defense.

CLINICAL TRAINING

Pre-Internship Clinical Experience

The Counseling Psychology Program requires at least 3 years of clinical training during the program. This includes 2 three-term sequences of clinical training, and supervision clinical experiences later in the program. Additional “Externship” experiences are also common electives for many students after the completion of the first practicum.

The first year-long sequence focuses on providing interventions to adult clients (ages 17+) individually, in small groups, or in couples. During Fall term of the year in which you take this sequence (typically your second year in the program, depending upon your prior graduate level coursework), you will register for CPSY 651, Advanced Individual Interventions (3 credits), as well as for CPSY 609 Practicum (4 credits). Winter and Spring terms you will register for CPSY 609 Adult Practicum credit (4 credits each term). These three terms of course work are “seamless” and function more as a single course with respect to continuity and purpose, although the emphases and focus may change from term to term.

Your second three-term sequence of clinical coursework focuses on providing interventions to children and families in the community. For this sequence, you will register for CPSY 609 Child/Family Practicum (4 credits) in Fall, Winter, and Spring terms. This three-term sequence is also conducted as a single course with respect to continuity and purpose, with possible changes in emphases and focus term to term. The third year of clinical training involves externship activities that you may elect to take and register for (see below).

Typically in the final year of your residence at the University of Oregon, before your yearlong internship, you enroll in the supervision course fall term, which includes a practicum component as well as 1-2 additional terms of supervision experience. Additionally, you may choose to participate in other clinical experiences through setting up an Externship (for example, VA traineeships, externships at Lane Community College or other settings, or GTF positions at the University Counseling Center). All externships must be approved by the Director of Training.

Overall, because internships are competitive, keep in mind that you can never obtain “too much” clinical experience. For internships in medical settings and many community mental health centers, for example, taking assessment courses beyond the minimum requirements enhances your ability to secure the most desirable placements. All clinical experiences should be carefully documented in preparation for your internship applications and, later, your application for licensure as a psychologist.
Externships
The following policies have been developed concerning clinical experiences gained outside the required practicum experience and before starting the Pre-doctoral Internship.

1. Externships can be arranged for credit, with the approval of the Training Director, at your initiative. Once you identify a site, you must obtain a signed training contract. The contract specifies (among other points) arrangements for malpractice liability, specification of on-site supervisors and their qualifications, and the number of hours of direct service you will provide, clock hours, supervision, and other training opportunities that you will receive as part of the commitment. The form can be downloaded from the Current Students website.

2. Your Training Director must approve proposals for Externship credit. Your Training Director serves as the instructor of record for the academic credit (which is taken as CPSY 609: Externship, pass/no pass). Generally, three academic credits are earned for each commitment of 10 clock-hours per week. In addition, approximately 40% of all clock hours should be client contact, and one hour of supervision should be provided for each five hours of client contact. In order to receive a grade of pass, you must provide the Training Director with your final signed log of clinical hours and an evaluation written by your site supervisor. If you do not turn in these materials at the end of the term, you will not pass your externship.

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

4. Externships will be approved only for students who have successfully completed the adult or the child/family practicum sequence.

Documentation of Training Experiences
Since you will be required to provide extensive documentation of all of your clinical experiences when you pursue licensure, it is a very good idea for you to become familiar with the forms and the information different states require before you start your internship. Similarly, you must extensively document all clinical experiences you obtain prior to internship because this information will be required for the internship application process. It is extremely difficult to reconstruct this information after the completion of your internship so make sure you get in the habit of excellent documentation.
INTERNSHIP

Purpose and Description

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


Just as the dissertation is the "capstone" of your research training, so is the internship the "capstone" of your practitioner training. The internship requirement is a full-time experience with minimum 2000 clock-hours of training.

Internship Readiness

In order to apply for internship, you must successfully complete both the adult and child/family practicum sequences and you must pass all of the credits associated with these practica. You must also have received a positive annual evaluation the year before you apply for internship that documents appropriate clinical skills and a good standing in the program. Lastly, you must notify faculty by the first fall faculty meeting of your intentions to apply for internship. Faculty will vote on internship readiness and notify students the following week if they will be supported to apply for internship. The internship director will complete an internship readiness form when you are applying for internship that confirms successful completion of these practica.

Before You Apply for Internship

Be sure to check the requirements of the state and the setting in which you eventually plan to work as a psychologist for specific requirements concerning internship training. You must notify the Training Director by November 1 the year before you plan to start your internship and complete a "Readiness for Internship" form that is obtained from the APPIC website (For a sample see Appendix E). The Training Director must certify that you are a student in good standing, that you have completed (or will complete) all course requirements before your internship begins, and that you have successfully defended your dissertation proposal and thus have advanced to candidacy. Because most internship sites favor students who are further along in the dissertation process, the faculty strongly encourages you to have your dissertation data collected prior to beginning your internship.

**In order to be considered ready for internship by the faculty and training director, you MUST HAVE your dissertation proposal successfully defended by November 1 during the fall of your internship applications. If not, the training director will not “sign off” on your readiness for internship.

Internship Application

The internship application process is competitive and in many ways as complex as the original application process for graduate school. Notification of internship match takes place on the second Monday of each February, with the internships generally beginning the following July, August, or September. It is very important that you are aware of application deadlines for the particular sites that interest you. You will find some of these deadlines are as early as November of the year before you begin the internship--that is, almost one full year before your internship is due to begin.
Applications require a specific form (AAPIC), letters of recommendation, transcripts, and a professional curriculum vita, written answers to essay questions, sample assessment reports, fees, and telephone or on-site interviews.

Students should plan to devote a great amount of time and energy to applying for internships. Except under unusual circumstances, approved by core faculty, you are expected to complete your internship training at sites that are accredited by the American Psychological Association (APA). There is currently one APA-accredited internship site in Eugene (the University Counseling and Testing Center), and there are more in Portland; however, the majority of students will be required to leave Oregon their internship year. You should apply to at least 10-15 sites for which you are best suited to maximize your chances of being selected. An internship workshop is usually offered Fall term to explain the application and interview process.

Consult with your advisor before applying for internship sites. The program does not guarantee approval of non-accredited sites. You must submit an Internship Proposal Form to the Training Director before applying to a non-accredited site. You must do a considerable amount of work on your own initiative to prepare this proposal. Whether the program faculty approves this proposal depends on how equivalent the proposed training experience is to the standards expected of an APA-accredited internship. Decisions about the appropriateness of non-APA-accredited internships are made jointly by the Training Director and the program faculty.

There are several sources of information that help identify APA-accredited internship sites.

- **Association of Professional Psychology Internship Centers (APPIC)** provides information about all APA approved internships, including the number of funded positions, type of experiences, salary, and size of staff.
- The **American Psychologist** publishes a list of all APA-accredited internship sites each December.
- The Program also maintains a file of internship sites and licensure requirements by state, which is located in one of the file cabinets in front of office 135A.
- Other resources. Visit the Internet site created by faculty member Shoshana Kerewsky regarding preparation for internship and licensure at:  [http://ourworld.cs.com/PsychLicense](http://ourworld.cs.com/PsychLicense)

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

**Enrollment During Internship**

You must register for at least three (3) credits during each of the three terms you are away on internship to maintain continuous enrollment at the University of Oregon. This includes 1 or 3 credits of internship and 0 or 3 credits of dissertation. You must enroll for 3 credits of internship fall, winter, and spring except during those terms in which you are taking 3 credits of dissertation as required by the Graduate School. Any term you are taking 3 dissertation credits, you may enroll in only 1 internship credit. For rules regarding dissertation registration refer to p.32.

**Enrolling for Credit.** This policy will assure that you comply with the requirement for continuous enrollment at the University of Oregon. The Training Director serves as the instructor of record for internship credits. You will receive an "incomplete" for internship credits each term until the Training Director receives your final evaluation letter from the site supervisor. The evaluation letter helps determine that internship requirements have been successfully met.

**Intern Evaluation**

1. The Director of Internship Training and/or primary supervisor at the training site will provide a detailed evaluation of the intern's performance at the agency at mid-year and a final evaluation at the completion of the internship. All evaluations must be sent to the Training Director.
2. At the conclusion of the internship, you must complete two forms: (a) Summary Report of Internship Training and (b) Evaluation of Internship Training Site (See Appendix E for sample forms and APPIC website for current forms).

3. The Training Director will review evaluations submitted by the primary supervisor(s) at the training site along with your completed Summary Report of Internship Training. The Training Director will report to the program faculty with a recommendation regarding the intern's completion of the internship.

4. Internship training is considered complete only after the program faculty have reviewed your progress, determined that internship requirements have been met, and passed you for CPSY 704: Doctoral Internship.

Ethical/Legal Violations
The academic department reserves the right to remove an intern from a site that does not comply with the training standards as outlined in the intern/site-training contract. Careful documentation of your training experiences as they occur is essential. Your training site should have specialized forms for documenting your clinical hours. If not, develop your own weekly log or use those you have become familiar with in practica. All logs should indicate the number of "clock" hours of client contact, supervision, and "other" activities and should always be signed by your primary clinical supervisor.

Definitions Used for Documentation of Clinical Experience
Client Contact Hours: Those hours in which you deliver psychological services directly to a client (or supervision services directly to a supervisee)

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

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

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

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

Group Supervision Hours

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

Course Credit Hours

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

STUDENT POLICIES

Student Evaluations

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

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

1. Formal progress through the program (advancement to candidacy, defense of proposal, etc.) is tracked by the academic secretary, who alerts your advisor and/or the Training Director if consistent progress is not maintained. You are responsible for monitoring your own progress through the program, keeping up with paperwork and course requirements, and keeping your advisor informed of problems you may encounter in the program.

2. You are expected to check in regularly with your advisor. These meetings also serve as an informal tracking device as you and your advisor work together to expedite your progress.

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

Criteria for Student Evaluation

The following text outlines the areas to be included in a skill-focused evaluation for doctoral students. The rating system will generally fall into two categories: (a) Satisfactory or (b) Unsatisfactory with Remediation.

- **Clinical Skills Demonstrated in Practice**
  Evaluations are based on feedback submitted by off-site supervisors, GTF supervisors, internship evaluation areas, etc., as you should be able to demonstrate your ability to integrate feedback into constructive action. Evaluations are also based on completion and maintenance of clinical logs.
• **Ethical and Self Awareness**
Evaluations are based on your ability to demonstrate a working knowledge of ethical guidelines and understand your effect and role in both the practice and science of psychology, and on your effective integration of ethical guidelines and self-knowledge into practice and research.

• **Academic Status**
Evaluations are based on your academic standing (passing grades, incompletes, etc.) and academic progress (fulfilling residency and continuous enrollment requirements, maintaining full-time study).

• **Research Skills**
Evaluations are based on performance in research and statistics courses, involvement in research activities, and completion of the research logs that document these activities (logging forms are posted on the Current Students website).

• **Written Communication**
Evaluations are based on your ability to communicate effectively. These skills are imperative for you to complete your dissertation and function effectively as a professional psychologist. You are encouraged to become involved on research teams to enhance your "scientific" writing skills.

• **Awareness of Multicultural Issues**
Evaluations are based on your sensitivity to multicultural and diversity issues that may arise in working with diverse populations and in your research and practice activities. Issues related to ethnicity, gender, sexual orientation, socioeconomic status, religious affiliations, and disability status are included in but not an exhaustive list of this area.

• **Professional Involvement**
Evaluations are based on your involvement in professional activities; attendance at conferences, continuing education workshops, etc. Enhancing skills and knowledge outside of the program is strongly encouraged. University (e.g., GTF) or off-campus employment is also considered.

• **Goals and Objectives**
Evaluations will also include assessment of your stated goals and objectives each academic year.

**Dual Role Relationships**
It should be noted that given the small size of our campus community, there is a continuing potential for dual relationship problems. The APA ethical guidelines state that

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

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

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

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

Students encounter three types of problems that could lead to program termination:

1. Behavioral problems include the student’s inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity, egregious
unprofessional behavior, and other similar mental health or behavioral responses that affect the student’s ability to be a successful mental health professional, instructor, or peer.

2. Academic factors may include the student’s inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, course, and university procedures for fulfilling competencies.

3. Legal/ethical factors may include the student’s use of inappropriate language or actions, and violation of university rules (such as cheating, plagiarism, lying, and other offenses detailed in university and college policy and published in the Schedule of Classes each term), or violation of APA’s Ethical Principles or state laws governing professional behavior which demonstrate the student does not meet professional standards.

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

These procedures are designed to require programs to operate so that student problems and potential problems are identified early and students are offered assistance to remediate problems unless the gravity of the problem is such that faculty believe the specific problem(s) is not possible to remediate such that professional standards will be met. In situations where problems are not possible to remediate or remediation efforts are not successful, programs are encouraged to redirect students to other options that could be more successful, including program termination.

Nothing in this policy or supporting program policies and procedures obligates program faculty to follow or provide specific procedures or activities since each situation will be unique and efforts and decisions must be individually tailored to the student’s situation.

Each program’s student policies must include plans for remediation/retention and termination according to the following guidelines:

1. A written description of the personal and professional criteria students must meet successfully to complete the program (see Student Evaluation). When possible, these criteria should be grounded in the standards of licensing or other professional organizations.

2. Relevant and high admission and retention standards.

3. Early screening procedures to assure admitted students have the necessary skills to succeed.

4. Written procedures for developing action plans to assist and support students who do not perform adequately on screening/admission procedures and clear timelines for demonstrating adequate correction when remediation is an appropriate alternative to immediate termination.

5. Ongoing student evaluation to assure early detection of problems that may interfere with student performance and progress.

6. Specific written procedures for developing action plans when serious deficiencies are noted.

When serious deficiencies are noted, students are to be notified in writing by the appropriate faculty member or program coordinator with a copy of the letter to the Area Head. Similarly, when serious deficiencies are noted in practicum, GTF, or field study, regardless of the time during the term, practicum supervisors, in collaboration with the practicum/program coordinators will prepare a letter for the student with a copy to the Area Head. The letter must include

- A description of the issues to be addressed,
- A plan for addressing each issue or rationale for why the faculty believe the issue is not amenable to remediation,
- A description of any previous efforts to address or prevent each issue,
- Criteria for determining the issues have been remedied or resolved, and
- A timeline for review.

7. Specific written procedure about future options for counseling psychology students who are not making adequate progress according to item 6. Programs may choose to include the following options: additional
remediation of unsatisfactory work or deficiency; offering alternative strategies for moving forward; assistance in transferring to another program; and termination from the program.

When this process results in a decision to terminate a student from their program, the Department Head will forward a letter to that effect through the Departmental academic secretary to the Director of Academic Supports and Student Services who will forward it to the appropriate university office.

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

**Ethical and Professional Behavior**

From the point of entry into the program, students are expected to conduct themselves in an ethical, professionally responsible manner and in compliance with the APA ethical standards. The current code of Ethics from the American Psychological Association is attached as Appendix H. In the course of development, students might make minor errors in judgment. As these errors come to light, the faculty involved are expected to meet with the student, discuss the issues involved, and work with the student to teach professional principles and behaviors designed to prevent reoccurrence of the error. If such faculty/student interactions fail to correct errors, the student will be terminated from the program. If a student is convicted of a criminal offense, or if there is evidence of more serious professional misconduct, or if there is credible evidence of a serious ethical violation, or is found to have been involved in a series of less serious incidents suggesting that the student is not functioning in an ethical or professionally responsible manner, the student will be terminated from the program.

When such an incident or incidents occur, program faculty must review the student’s behavior at the next available program meeting. Prior to this meeting, the faculty person involved (e.g., advisor, supervisor, or director of training) will notify, in writing, the affected student as to the issues and concerns. The student may choose to work with this faculty person, or another faculty person, to present information to the faculty. Information may be in either verbal or written form. Upon request through the director of training, the student may receive time to appear before the faculty to present his/her side of the issues. Of course, the student has the right not to present his or her position on an alleged behavioral or ethical violation. But this choice on the part of the student does not preclude the faculty from proceeding to make a decision on the disposition of the student using all available evidence and information present before the faculty.

After presentation of information by all parties involved, the faculty will first establish whether unethical or unprofessional behavior is present. If a majority vote does not support a judgment that unethical or unprofessional behavior is present, the issue will be dropped without prejudice to the student, and no reference to the behavior will be made in the student’s records. If the faculty votes that there is evidence of unethical or unprofessional behavior, then they will vote to determine whether the behavior warrants dismissal. A majority vote is necessary to dismiss the student. If the student is not dismissed, the faculty must specify the specific contingencies for retention including the behavioral change necessary, the criteria and process to be used in evaluating progress, and the dates by which change must be evidenced. The program has the right to require personal therapy as a component of remediation.

The student’s advisor will be responsible for monitoring the remediation program and bringing information back to the faculty within the guidelines and timelines established. But the program reserves the right to have evaluations of personal therapy forwarded to the program faculty for deliberation of student development.

Failure of the student to satisfactorily complete the remediation program will result in the student being dismissed from the program. Furthermore, if the student fails to meet with program faculty within the academic term (quarter) of the alleged unethical behavior or a reasonable time thereafter (defined as no more than two months after the alleged unethical behavior occurred and certainly before the end of the academic year of the alleged unethical behavior) program faculty will proceed to make a determination of the student’s status utilizing available information. In this case, the student waives the right defacto to appear before the faculty before a decision on student status is made.

**STUDENT GRIEVANCE**

The College of Education professional education programs are designed to offer state-of-the-art knowledge and experience, quality supervision and to be responsive to student concerns and problems. Most problems encountered by students can be adequately addressed through interactions with faculty, staff or supervisors; however, on
Occasion, students may feel the need for further action and students are encouraged to seek a third party to act as a mediator. The College of Education also recognizes the right of students to seek remedy for grievances.

A student grievance is described as any disagreement concerning a course, a course of study, grades, comprehensive examination, thesis, dissertation defense, GTF employment, or other matter substantively affecting a student's relationship to the College of Education.

Prior to filing a formal grievance, students are urged to consider the following options:

- Talk with individual causing problem or with that person's advisor.
- Request mediation through an available campus mediation program.
- Use the process established within the academic unit within which the complaint arose.

Students who decide to file a grievance should follow the student grievance procedure outlined following this page.

**COE Student Grievance Procedures**—See COE Academic Policies and Procedures at the following Internet site: [http://education.uoregon.edu/feature.htm?id=377](http://education.uoregon.edu/feature.htm?id=377)

**General Information and Enrollment Policies**

**Chronology of Degree Requirements**

1. Continuous Enrollment (at least 3 credits per term except summer term; unless summer term is the term of graduation)
2. Residency and Grade Requirements
3. Program Plan Approval
4. Comprehensive Examination, Advancement to Candidacy, and Appointment of Dissertation Committee
5. Dissertation
6. Internship

**Degree Time Limit**

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

**Continuous Enrollment**

Unless on-leave status has been granted, you must be continuously enrolled until all program requirements are completed. You must register for a minimum of three graduate-credits each term, excluding summer session, to be continuously enrolled. Note: *Registering for the minimum credit hours required for continuous enrollment will conflict with residency requirements during the first year of study* (see Residency and Grade Requirements p. 43).

**Permission to Reregister**

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

**Financial Support**

The Counseling Psychology Program makes every effort to support all students by helping them seek and acquire Graduate Teaching Fellowship (GTF) positions but we cannot guarantee that you will secure a GTF each year. It is
your responsibility to keep informed about GTF position openings. Your program peers are your best information resource. Program recommendations regarding GTF’s will favor the welfare of the group over the individual, that is we will favor all students having GTF’s over individuals having their favorite GTF’s. After 5 years of GTF support the program will no longer advocate for students, rather, we expect students seeking a 6th year of GTF support to pursue options outside of those typically held by CPSY doctoral students.

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

Counseling students have also been employed as data analysts, coders, or therapists at the Oregon Research Institute and the Oregon Social Learning Center. Research foundations do not generally list positions with the University, but instead simply place advertisements in the local newspaper. The following is a list of campus programs and services where doctoral students have worked as GTFs or in other paid positions: Academic Advising, Crisis Center, University Counseling Center, Student Health Center, Counselor for Student Athletes, Disabled Student Services, Career Planning & Placement, Early Intervention Program (Center for Human Development), International Student Services, Oregon or National Career Information System, Student Advocacy Office (ASUO), Women in Transition (ASUO), Women's Center (ASUO), Freshman Interest Group Program, Peer Advising Office, Academic Learning Services, Office of Student Development, and the Athletic Department.

Residency and Grade Requirements
At least a one-year residency must be spent at the University. You must complete three consecutive quarters (Fall, Winter, and Spring) of at least nine credit hours each quarter your first year. The residency requirement must be met before you are eligible to take the comprehensive examination.

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

Interruption of Study
On-Leave Status
If you interrupt your program of study before advancement, then you must register for On-leave status to ensure a place upon return. Only graduate students in good standing (see Student Evaluations) are eligible for On-leave status. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Your on-leave status does not require you to pay fees. However, you must register and pay fees if you plan to use university facilities or faculty/staff services during a given term.

In Absentia Status
As an advanced doctoral candidate you may apply for a maximum of three academic terms of registration in absentia (excluding summer). When registering in absentia for a reduced fee, you acknowledge that you are neither doing any work toward the degree nor using any university facilities or faculty/staff services (e.g., not taking examinations, not changing committee members, and not submitting dissertation chapters for review). This in absentia registration maintains your status as a degree candidate and reserves a place for dissertation supervision and other academic affairs upon your return to active enrollment within the seven-year time limit.
APPENDICES
Appendix A
Narrative Description of Coursework

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains: (a) Psychological Foundations; (b) Research Competencies; (c) Practitioner Competencies; and (d) Professional Competencies. A minimum of 175 graduate credits are required. Doctoral students are also required to designate coursework as part of the 175 credit total that constitutes a supporting area for their major in Counseling Psychology. Please be sure to consult with your faculty advisor throughout this process.

The Counseling Psychology Program, as all APA accredited programs, strives to provide students with an educational experience that incorporates training in 5 critical content areas that have been delineated by APA and the APA Committee on Accreditation. In this section of the Handbook, coursework and training experiences are described with respect to how they support each of the five general content areas: (a) Breadth of scientific psychology, its history, its research methods, and its applications; (b) Scientific, methodological, and theoretical foundations of practice; (c) Diagnosing or defining problems through psychological assessment and measurement, and formulating and implementing intervention strategies; (d) Issues of cultural and individual diversity that are relevant to all of the above; and (e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving.

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

Students are exposed to the breadth of scientific psychology by completing a minimum of 2 terms of coursework in each of the four (biological, social, cognitive, individual) bases of behavior.

For biological bases of behavior, our program course CPSY 645: Health Psychology and CPSY 610 Psychopharmacology are required. Additional elective courses are available through the Psychology department or Communication Disorders and Sciences (see the doctoral student checklist pages 13-17).

Students generally take courses in Psychology to fulfill the 2 requirements in cognitive and affective bases of behavior. The required social bases of behavior course is CPSY 610: Ecological Bases of Behavior. This course and other courses in the social bases of behavior domain focus on advanced behavioral, social-learning, and ecological theories of human development and on diverse models, modalities, and roles for providing prevention and intervention services in the community.

Students are challenged to consider developmental and social-emotional difficulties of children within the context of family (e.g., family systems theory) and environmental influences on behavior. Individual bases of behavior are addressed in 2 required courses: MFT 620: Adult Psychopathology and SPSY 650: Child Development and Psychopathology, which maintains our programmatic focus on children, adolescents, and families.

Individual differences are also addressed in CPSY 651: Advanced Individual Interventions and CPSY 622: Psychological Assessment II.

The history of scientific psychology and counseling psychology are addressed in the following courses: CPSY 607: History and Systems of Psychology, CPSY 613: Introduction to Counseling Psychology, and MFT 620: Psychopathology.

Historical overviews are also provided within specific content area courses such as CPSY 614: Theories of Counseling, CPSY 617: Theories of Career Development, CPSY 622: Psychological Assessment II, and SPSY 650: Child Development and Psychopathology.

Measurement is taught in Tests and Measurement in Education (SPSY 617), followed by Statistics in Education I (SPSY 618), Statistics in Education II (SPSY 619) and Multivariate Statistics and Research Design (SPED 620), which covers multivariate statistics. The College of Education doctoral research/statistics sequence is currently being revised and enhanced, and some requirements may be changed as a function of these revisions.

Students work directly with data on the University of Oregon mainframe computer system, which enables them to apply the information and increases their ability to use these skills in their later research. Students are also encouraged to take advanced statistics courses offered in the College of Education and the Psychology Department, such as EDLD 607: Structural Equation Modeling.
As part of their research competency, Counseling Psychology students enroll in faculty doctoral research seminars for each term in the program prior to internship. They complete the 4 course sequence in statistics, and an additional course in experimental research design (SPED 607 or ELTA 607; the latter is for more advanced students). Students are also required to develop a secondary research competency via a 2 term sequence in qualitative research (SPED 665 and 666), program evaluation (SPED 607 and 609), or single subject research (SPED 667 and 668). The first course in each of these areas is theoretical/conceptual, and the second course is a research practicum that includes completing a required project.

Students are encouraged to seek opportunities to engage in research with advisors, other faculty members, with advanced students in the program, through the four research institutes in the COE (Institute on Violence and Destructive Behavior; Institute for the Development of Educational Achievement; Center for Advanced Technology in Education; Center on Human Development), or through the Child and Family Center, the Oregon Social Learning Center or the Oregon Research Institute. Students should consult with their advisor or the training director as they explore and establish outside research opportunities. Ongoing research mentoring occurs in the context of doctoral seminars, and advisors work closely with students throughout the dissertation process. Student–faculty collaboration has produced a large number of presentations and publications, and other scholarly efforts.

(b) Scientific, methodological, and theoretical foundations of practice

The scientific, methodological, and theoretical foundations of practice in the substantive areas of counseling psychology are covered via a series of courses. Coursework in the individual, social, cognitive and affective and biological bases of behavior serve as a foundation for practice and integrates empirical and theoretical developments in each area. Courses in both child and adult psychopathology are required consistent with our 2 year long practicum sequences in adult and child/family settings. Human development content is covered in CPSY 642: Child/Family Interventions; SPSY 650 Child Development and Psychopathology; PSY 623: Social Development (most of our students take this course); and CPSY 615: Counseling Diverse Populations.

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

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

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

Students are trained in the selection, administration, and interpretation of validated assessment instruments. Students complete a foundation course in testing and measurement (SPSY 617: Tests and Measurement in Education) as well as CPSY 622: Psychological Assessment II, and SPSY 672: Intellectual Assessment. Students are encouraged to take an elective course in assessment such as SPSY 610: Behavioral and Emotional Assessment of Children or PSY 624: Neuropsychological Assessment, or SPSY 671: Introduction to Behavioral Assessment. Each of these courses involves experiential learning components. For example, in Behavioral Assessment students observe children or adolescents in school settings and consider the implications of their assessment for provision of intervention. The SPSY 672 and CPSY 622 Psychological Assessment courses include administration and interpretation of a battery of assessments to actual clients or volunteers. These courses provide experience with Wechsler intelligence scales (WAIS-III and WISC-III), the Minnesota Multiphasic Personality Inventory (MMPI-2), the Millon Clinical Multiaxial Inventory (MCMI-II), the Personality Assessment Inventory (PAI), Thematic Apperception Test (TAT), the Sentence Completion Blank, Projective Drawings, and a number of brief screening instruments such as the Beck
scales. Additional opportunities for assessment experience include summer traineeships in Oregon Veterans Administration Hospitals, paid assessment positions at Oregon Research Institute or the Oregon Social Learning Center related to grants, or assessment experience in the context of student dissertations. CPSY 624: Drug Detection and Intervention, provides content associated with identifying and intervening with drug and alcohol problems, including exposure to a variety of screening tools.

In addition to published assessment instruments, our students are trained to use a variety of formal, structured, and less structured assessment methods, such as systematic observation and interviewing, to examine individuals, families, and groups and design appropriate interventions. For example, during the year long Child/Family Practicum designed by Dr. Beth Stormshak and Dr. Thomas Dishion (School Psychology), students are trained in the use of a family assessment tool designed to identify overall family functioning, family strengths and weaknesses, parenting skills and deficits, family problem solving, and child behavior problems. This assessment procedure is adopted from research in prevention and intervention with high-risk youth currently being conducted by Drs. Dishion and Stormshak. The procedure, called The Family Check-up, is based on research in Motivational Interviewing (Miller & Rollnick, 1991).

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

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

Diagnostic skills are promoted in both required psychopathology courses, the 3 terms of assessment, the optional Drug Detection and Intervention course, and throughout the adult and the child/family practicum sequences. Intervention skills are addressed across a variety of courses as well. For example, the courses Group Psychotherapy and Theories of Career Development consistently integrate theory with research and intervention strategies. Advanced Individual Interventions is taken concurrent with the first term of adult practicum and includes exposure to a variety of topics and empirically validated treatments relevant to counseling adults (e.g., motivational interviewing, cognitive behavioral interventions). The Child/Family Practicum includes content for prevention and intervention with children, families, and communities. For example, the Counseling Psychology program faculty has partnered with the Eugene School District to provide Family Resource Rooms at several Eugene and Portland elementary and middle schools. In the context of child/family practicum, students have staffed Eugene sites and have provided consultation to teachers and families in addition to running parent-training groups at the schools.

In their third or fourth year, students enroll in CPSY 654: Supervision and Agency Administration in the fall term and provide supervision to small groups of students enrolled in and practicing skills from CPSY 641: Beginning Counseling Skills and CPSY 617 Counseling Diverse Populations. Students then have the option to continue supervision practice by supervising students doing psychological assessments in the winter term. Content related to evaluating the efficacy of interventions is integrated into individual and group supervision throughout all practica.

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

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

We recognize the changing demographics of the United States and the need for both relevant research and mental health services to address the concerns of diverse groups of people. Thus, we strive to create a training environment that promotes self-awareness, skills development, and experiences that enable our graduates to develop and share knowledge regarding multicultural and diversity issues as well as to provide effective, culturally sensitive services to a variety of individuals in our society. We believe that this is best accomplished through a multifaceted approach;
Recruiting a diverse student body. We believe that multicultural competency is supported by classroom learning that integrates diverse viewpoints and a broad range of experience. The reciprocal training that students provide to each other through active discussion, sharing of opinions and experiences and through respectful discovery of values, biases, and attitudes beneath interactions, course content, research results, etc. is an irreplaceable asset to the training environment. Thus we attempt to recruit a diverse student body, particularly with respect to ethnic group membership, second language skills, and experience with oppressed or marginalized groups. Approximately 47% of our current students are members of ethnic minority groups. The faculty does not request information about sexual orientation or religious affiliation in application materials nor do we attempt to gather that information from current students. However, discussion of the intersection of religious beliefs, sexual orientation, and the intersection of professional and personal (cultural, religious, sexual orientation) identity development is raised in doctoral seminars, meetings with advisors, EDAC meetings, and other venues on a somewhat regular basis. The ratio of male students has decreased over the past 10 years, reflective of larger trends within the profession.

Incorporating diversity and multicultural training throughout our curriculum. In coursework such as Psychological Assessment II and Theories of Career Development, the appropriateness of assessment and interventions for clients of color, gay and lesbian clients, clients with disabilities, and other client populations are integrated. Counseling Diverse Populations provides students with the opportunity to explore their own values, biases, and attitudes around ethnic diversity, sexual orientation, and gender, to review research and practice literature, and to explore their own ethnic identity. Advanced Individual Interventions integrates ethnic and other types of diversity in readings and discussion. CPSY 643: Community and Preventive Interventions focuses on human diversity, issues of poverty and social injustice, and on how to ethically and responsibly provide prevention and interventions within environments that perpetuate systematic oppression. Practicum experiences largely involve providing services to European Americans, reflective of the demographics of Lane County.. At Lane Community College students provide services to clients ranging widely in age and socioeconomic status; clients served at the Veterans Center practicum site and via the Child and Family practicum also include a wide range of ages, socioeconomic, and educational backgrounds. , but various sites (e.g. Lane Community College) provide opportunities to work with clients from widely ranging educational and socioeconomic backgrounds as well as some ethnic diversity. Faculty members attempt to integrate theory and practice related to understanding the role of human diversity into each course.

Promoting an environment in which diversity is valued and respected. Faculty attempt to model respect for diversity through verbal behavior and action such as research efforts. To varying degrees, faculty attempt to attend directly to issues that have covert racist, homophobic, or otherwise intolerant themes. This occurs, for instance, in the context of practicum supervision, classroom discussion, and EDAC meetings. By modeling that conversations about race, ethnicity, gender, sexual orientation, disability, and religion are difficult but important, we hope to promote an environment where such conversations are normative. We select students who demonstrate a commitment to diversity. Students, to varying degrees, address diversity issues in and outside of the classroom. Faculty and student scholarship reflects attention to and valuing of diversity. For example, nearly every year since 1998 our students and faculty have collaborated in organizing APA roundtables or symposia focused on diversity and/or multicultural competence. Dr. Krista Chronister conducts research on violence in ethnic minority and immigrant families, and students have an opportunity to work on her community intervention projects. Drs. Benedict and Ellen McWhirter participate in community service and consultation every year in Santiago, Chile. Dr. Stormshak has been involved in ongoing grants serving families at risk, including African American and Latino families in Portland and Native American and Latino Head Start families from rural Oregon. Counseling Psychology students have had opportunities to be involved in Dr. Stormshak’s research by conducting parent interviews, observing children in classrooms, and conducting parent training groups. Dr. Ellen McWhirter has focused her scholarly work in the areas of adolescent career development, with an emphasis on ethnic minority adolescents. Dr. Forrest’s scholarship includes attention to gender as well as impairment issues.

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

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

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

Oral Ethics Comprehensive Examination Evaluation Form

Date: __________   Doctoral Student’s Name: ___________________________

I. CRITERIA FOR DETERMINING OUTCOME
The criteria for evaluation of the exam include, but are not limited to, accuracy of the response, completeness, integration of relevant content, breadth and depth of response, organization, clarity, and professionalism of presentation, and references to relevant scholarly work.

The following scale is used to grade each question in the oral ethics comprehensive examination: 1 = fail, 2 = marginal performance, 3 = pass and 4 = high pass.

There are four possible outcomes or "grades" for the oral ethics comprehensive exam: (a) failure; (b) pass with remediation; (c) pass, and (d) pass with distinction.

1. To pass a question, you must receive a minimum mean score of 2.5 from the average of scores given by both committee members.
2. A score of 2.5 or higher on both questions constitutes a pass.
3. A score of 2.5 or higher on one question combined with a marginal response on the second question may constitute a pass OR a pass with remediation. The faculty will determine this based on the particular strengths and weaknesses of the responses given.
4. Marginal responses on both questions (average of at least 2) constitute a pass with remediation.
5. Failure on one question (average below 2), while obtaining an average of at least three (3) points on the second question, constitutes a pass with remediation.
6. Failure of one question (average below 2 points) with a marginal score on the second question (average of approximately 2) constitutes failure of the oral ethics comprehensive exam.
7. Failing both questions (average below 2) constitutes failure of the oral ethics comps exam.

II. Oral Ethics Comprehensive Exam Outcome Form
You have received two scores below from each of your two comprehensive exam committee members, who have used the above scale in grading each of your comps responses.

SCORES FROM EACH COMMITTEE MEMBER

<table>
<thead>
<tr>
<th>Committee Member Names</th>
<th>Quest. #1</th>
<th>Quest. #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member #1: ___________</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Member #2: ___________</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>Average:</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

III. COMMENTS AND FEEDBACK

IV. RECOMMENDATIONS

V. REQUIRED SIGNATURES

_____________________________________ ___________________________________________
Committee Member #1     Committee Member #2
_____________________________________
Doctoral Student
Appendix C
Written Doctoral Comprehensive Examination Evaluation Criteria

CRITERIA FOR DETERMINING OUTCOME
The written portion of your comprehensive examination (the written comps) will occur on one day. The following scale will be used to grade each question in the written comprehensive examination: 1 = fail, 2 = marginal performance, 3 = pass and 4 = high pass. You will receive a score from each of two readers for each of the written comprehensives that you take, and these two scores will be averaged to determine the final grade for each question you answer (following the same scale: 1 = fail, 2 = marginal performance, 3 = pass and 4 = high pass).

The criteria for evaluation of the exam include, but are not limited to, accuracy of response, completeness, integration of relevant content, breadth and depth of response, organization, clarity, professionalism of presentation, and references to relevant scholarly work.

You will receive 1 question for each of the four (4) primary content areas of the written comps examination, and questions will be provided to you in the following order:

8:00-10:00 AM: Foundations and Counseling Core
10:00-12:00 AM: Psychological Bases of Behavior
1:00-3:00 PM: Professional Issues and Competencies
3:00-5:00 PM: Research Design/Methodology/ Statistics

There are four possible outcomes or "grades" for the comprehensive exam: (a) failure; (b) pass with remediation; (c) pass, and (d) pass with distinction. After your exam is graded, the following criteria will be used to determine subsequent activity (such as retakes or remediation):

1. Failure of any one (1) question on the written comps when all other questions are passed constitutes a grade of pass with remediation. If only one question is failed, retaking the comprehensive exam is not required. Remediation of some form to be determined by the faculty will be required.

2. Receiving a grade of marginal pass on two (2) questions on the exam when other questions are passed will receive a “pass with remediation” grade. Retaking the comprehensive exam is not required. Remediation of some form to be determined by the faculty will be required.

3. Failure of one question AND receiving a grade of “marginal performance” on one other question constitutes a grade of pass with remediation. Remediation of some form to be determined by the faculty will be required. In this case, retaking the written comprehensive examination or a portion of the comprehensive examination MAY be required.

4. Failure or two (2) or more questions on the comprehensive examination constitutes failure of the entire comprehensive exam. This outcome requires that the student retake the comprehensive examination at the next exam administration.
Appendix D

SAMPLE Internship Readiness Form

As Training Director, I am asked to report to potential internship sites your level of current and anticipated progress on dissertation and comprehensive examinations. Please provide this information below by marking a check if you've completed this activity, or if you have not yet completed it, by indicating the anticipated date of completion. Please respond to each of these items with a check mark or date.

**Comprehensive Examination**

- ________ date comps expected to be completed
- ________ comprehensives completed and passed

**Dissertation**

- ________ committee assigned
- ________ committee has approved proposal
- ________ collecting data

Note that you are not eligible to apply for internship until you have passed your comprehensive exams and successfully defended your dissertation proposal.

I am also asked to document the number of academically based supervision, client contact and "clock" hours you have completed thus far.

Academically based hours are those you completed as either a Master's or Doctoral student, for which course credit was earned, and which are documented by a clinical supervisor's signature on acceptable time sheets or contact logs. If you have some academically based hours that were not logged and documented, I will report these as "unverified". Please include copies of signed documentation when you turn in this form if you want me to report the hours as "verified". Attach a summary sheet that lists all of the information required course # and name, dates and term, site, and types of hours verified and unverified. (Term summaries are all that I need, not weekly logs.) Enter the course for which you earned credit, term, and placement site in the appropriate columns below. Note that I will not document hours you've completed in non-academic experiences, but you should be sure to provide your own documentation of these experiences in the materials you send to the internship.

**Academically based clinical experience**

<table>
<thead>
<tr>
<th>Course # and name</th>
<th>Dates or term</th>
<th>Placement site</th>
<th>Verified Hours</th>
<th>Unverified Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Client contact</td>
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<td>Clock</td>
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<th>Total</th>
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<tr>
<td>Verified</td>
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<tr>
<td>Unverified</td>
<td></td>
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</tbody>
</table>

*See Internship Coordinator for updates.*
APPENDIX E
SAMPLE INTERNSHIP EVALUATION

Summary Report of Internship Training

Name____________________________________________ Advisor__________________________________________ Date Received______________
This report should be submitted to the Director of Training for the Counseling Psychology program by the intern upon completion of the internship. Your report, along with your evaluations, will be used by the program faculty to determine that you have fulfilled your internship requirement. Indicate summary information about your internship experience, referring to the numbered headings below. Use additional pages if necessary.

1. Training site and address.
2. Primary supervisor or Director of Internship Training at the site.
3. Clinical Supervisor(s), inclusive dates, services supervised by each (include Psychologist Licensure information).
4. Please describe separate rotations, if any.
5. Summary of topics covered in Intern training; list any guest speakers and topic.
6. Describe direct service experiences.
7. Describe assessment experiences.
8. Describe consultation experiences.
9. Describe supervision you provided.
10. List hours of experience for each heading below and include relevant documentation.
   - Individual client contact:
   - Group client contact:
   - Individual supervision delivered:
   - Individual supervision received:
   - Group supervision received:
   - Total clock hours:
11. For interns at non-APA accredited sites only. Attach a copy of your original Internship Proposal Form as an Appendix. How did your actual training differ from your proposed experience? Please explain the circumstances that led to these differences.

Please have this completed form signed by each supervisor listed under #2 and #3 above. After obtaining these signatures, add your signature and submit the form to your advisor.

___________________________ ___________________
Student's Signature              Date

Advisor's comments and endorsement:

___________________________ ___________________
Advisor's Signature              Date

Counseling Psychology Program  Student Handbook 2006-07
SAMPLE Evaluation of Internship Training Site

The purpose of this form is to provide information to the program faculty and future student intern applicants about the quality of training you received at this internship site. Separate copies of this form should be completed for each agency that participated in your internship experience.

Name:

Internship site rated:

Dates of internship (inclusive):

1. Please evaluate the quality of the supervision you received.

2. What aspects of your training were the most satisfying for you?

3. What aspects of your training were disappointing?

4. Overall, what advice would you give other students in the program about applying for an internship at this site?

Signature: ________________________________ Date: ________________
APPENDIX F
TEACHING COMPETENCY PLAN AND EVALUATION FORM

Doctoral Student Name: ________________________________

A. PLAN: Please list, and describe where needed, at least 3 of the specific planned activities for achieving your Teaching Competency requirement:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

B. EVALUATION and OUTCOME: Signatures and accompanying evidence for completion of each point or teaching activity corresponding to 1 point:

1. Teaching Activity: Date Completed: ________________
   ______________________________
   Faculty Member Signature

2. Teaching Activity: Date Completed: ________________
   ______________________________
   Faculty Member Signature

3. Teaching Activity: Date Completed: ________________
   ______________________________
   Faculty Member Signature

C. OVERALL FEEDBACK and RECOMMENDATIONS:

D. FINAL APPROVAL OF COMPLETION OF TEACHING COMPETENCY:

__________________________________________  ___________________________  ____________
Faculty Advisor                          Student                          Date
Appendix G

Links to College of Education Internet Pages of Interest

Course Syllabus Template and Requirements:  http://education.uoregon.edu/feature.htm?id=400

Academic Policies and Procedures can be found at: http://education.uoregon.edu/feature.htm?id=376. These are updated when changes are received and should therefore always be current.

Section A of the Academic Policies and Procedures, "General Policies and Procedures": http://education.uoregon.edu/feature.htm?id=377. This section includes the policies on diversity, grievance, and dismissal. It is a good link to provide students to share general policy with them without overwhelming them with the entire Academic Policies and Procedures. Alternately, you could provide them with direct links to the individual policies:

- Student Dismissal:  http://education.uoregon.edu/feature.htm?id=397
- Student Grievance:  http://education.uoregon.edu/feature.htm?id=399
- Diversity:  http://education.uoregon.edu/feature.htm?id=402
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INCLEMENT WEATHER POLICY & UNATTENDED ANIMAL POLICY

INCLEMENT WEATHER

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

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

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

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

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

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

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

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

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

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

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

**Public School Closures:** The university often remains open while public schools and local child-care centers close due to bad weather. Supervisors are encouraged to recognize the difficulties this creates for working parents by responding with as much flexibility as the particular work environment will allow successfully. Supervisors may permit parents to bring their children with them to work or to allow them to take work home, if the specific job duties accommodate it. In addition, the Vivian Olum Child Development Center provides on-site child care for school-age children whenever inclement weather closes local public schools, but the university remains open. For more information please contact the Center, 346-6586. Pre-registration is required.

**COE Policy: Unattended or Unleashed Domestic Animals**

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

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

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

**UO Policy on Animal Control**

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

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

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

Included here is the new Ethics Code Draft 7 (April 2002)