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

COUNSELING PSYCHOLOGY PROGRAM
DOCTORAL STUDENT HANDBOOK
2008-2009

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POLICY STATEMENT

While every effort is made to ensure the accuracy of the information contained herein, the University of Oregon, the College of Education, the Department, and the Counseling Psychology Program maintain the right to make changes at any time without prior notice. Students 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 (Commission on Accreditation, 750 First St. NE, Washington DC 20002-4242, 202.336.5979) 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 focus our training to be consistent with and to contribute to the larger mission of the College in ways that are confluent with the discipline of counseling psychology. Program curriculum and training revolves around 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 few decades should be, and we make every effort to train our students to this vision. Students receive a core skills sequence that focuses on individual, child and family, and on community and preventive interventions implemented in both clinical and community settings. This sequence helps students 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. Our current program retains the past tradition of excellence while preparing you for contemporary professional realities and challenges.

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, 2007; Stormshak & Dishion, 2006). Our program focuses particularly on prevention practice and on the socially just application of science and practice in helping to respond to complex human and systemic problems.
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, who are prepared to have a positive impact on those environmental contexts, and who contribute to social justice. 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 conduct assessments, provide interventions, evaluate interventions, 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 understanding the dynamics of human diversity and skills for effectively working in diverse human contexts 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, consistent with social justice praxis, 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 extensive scientific training and research practice. Thus, in the program, we 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 goals that include 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 goal is to train you to be key facilitators in these change processes and to be research scientists who discover and effectively implement empirically-based solutions to the psychological and social challenges that you confront.

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”. The supporting area or specialty area of courses may be met through your enrollment in the doctoral research seminar with your advisor. 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 by 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 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 as well.
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, and attach the syllabi of the course or courses you have already taken that cover the required course content. When course substitutions have been approved by your advisor as meeting current program requirements, you must list the date and the institution where the course was taken in your program plan and attach the syllabi for all courses waived. If you already have a program plan approved, record the date that the substitution was approved in your final program plan. Return the completed petition and the revised program plan to the academic 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. Your advisor’s approval is required for these courses prior to faculty review. Once you receive the approval of your advisor for transferring a course, the training director will confirm approval by signing off on your program plan. Copies of course syllabi 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. There are a limited number of credits/courses that the Graduate School will allow you to transfer, so be sure to check on Graduate School requirements.

To transfer previous coursework you must complete the Graduate School Transfer of Graduate Credit. 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, 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 this handbook, the course syllabi, textbook titles, credentials of your professors (degree and licensure), papers—including program plan with waived courses, internship information, practicum placement documentation, supervision assignments, 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.
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 F. 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. Most students who enter with a bachelor’s degree, however, do receive a master’s degree (M.S.) during the course of their training. 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 an empirical research paper of publishable quality that serves as the master’s project or master’s thesis. Students are expected to publish the master’s research, but this is not a requirement of the degree. Students must have their advisor’s approval for the content and scope of the master’s project; the advisor determines whether the finished product is of publishable quality.

Students who enter the program with a master’s degree from another University may choose to receive an additional master’s degree at U.O. Most students do not choose to receive this second master’s degree.

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

The Master’s of Arts (M.A.) may also be an option for some students who choose to finish their training at the master’s level. The M.A. requires two years of coursework, a master’s project that may be a literature review (non-empirical) and language competency in a foreign language (which may be demonstrated, for example, through extensive language study in the student’s bachelor’s degree program). To be clear, students may choose to leave the doctoral program for a variety of reasons. This is a very normal process that does not reflect badly on you as a student. Faculty will work with you to determine if this option is a good option for you to consider.

Procedures for Program Plan Approval
Planning your program of study is your responsibility, and should be done in consultation with your advisor. Draft your program plan using the Doctoral Degree Requirements checklist (p.14) 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 program plan to your advisor and the Counseling Psychology faculty for approval. Be sure to submit all required supplementary materials as indicated on the plan (e.g., goal statement, syllabi).

Your advisor and/or the training director 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, or taking courses during different quarters than previously planned are normative and can be made with only your advisor's approval. More substantive revisions require approval of the training director.

Your program plan must be approved and on record with the academic secretary before you take your in-house 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 Master’s degree and depending on previous coursework. Talk with your advisor and training director early in the program about possible modifications.

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td>You will notice that the first year has a 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 and/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 Plan document; and (4) to coincide with your ethics class, you will also complete the ethics portion of your comprehensive examination, or the Oral Ethics Comprehensive, 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, as well as possible “Core Psychology” classes.</td>
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<tr>
<th>FALL (16 credits)</th>
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<tbody>
<tr>
<td>CPSY 607: Doctoral Research Seminar (your advisor’s seminar)</td>
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<td>CPSY 613: Introduction to Counseling Psychology as a Discipline</td>
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<tr>
<td>CPSY 615: Counseling Diverse Populations</td>
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<tr>
<td>CPSY 641: Beginning Counseling Skills</td>
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<td>SPSY 617: Tests &amp; Measures in Education</td>
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<th>WINTER (16 credits)</th>
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<tbody>
<tr>
<td>CPSY 607: Doctoral Research Seminar (with your advisor)</td>
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<tr>
<td>CPSY 614: Theories of Counseling</td>
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<tr>
<td>CPSY 642: Child/Family Interventions</td>
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<td>TED 610: Philosophy of Research</td>
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<td>SPSY 618: Statistics in Education I</td>
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<tr>
<th>SPRING (16 credits)</th>
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<tr>
<td>CPSY 607: Doctoral Research Seminar (with your advisor)</td>
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<tr>
<td>CPSY 612: Professional Ethics</td>
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<td>CPSY 617: Theories of Career Development</td>
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<td>CPSY 643: Community &amp; Preventive Interventions (odd years)</td>
</tr>
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<td>-OR- CFT 624: Group Psychotherapy (even years)</td>
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<tr>
<td>SPSY 619: Statistics in Education II</td>
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<th>SUMMER (12 credits)</th>
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<tr>
<td>Options include:</td>
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<tr>
<td>CPSY 601: Research credits (1-12 credits) (sign up with your advisor)</td>
</tr>
<tr>
<td>CPSY 510: Alcohol &amp; Drug Detection &amp; Intervention</td>
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</table>

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 a college student counseling center or other setting. It is also a good idea to plan and work on your “specialty area” comprehensive during 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 a research study with your advisor, peers, or another faculty member.

#### FALL (16 credits)
- CPSY 607: Doctoral Research Seminar
- CPSY 609: Adult Practicum
- CPSY 651: Advanced Individual Counseling Interventions
- EDLD 610: Multiple Regression *(may change to EDUC prefix)*
- EDLD 610: SPSS User class (1 credit) *(may change to EDUC prefix)*

#### WINTER (16 credits)
- CPSY 607: Doctoral Research Seminar
- CPSY 609: Adult Practicum
- CFT 620: Psychopathology
- CPSY 622: Psychological Assessment

#### SPRING (16 credits)
- CPSY 607: Doctoral Research Seminar
- CPSY 609: Adult Practicum
- CPSY 643: Community & Preventive Interventions (odd years)
  - OR- CFT 624: Group Psychotherapy (even years)
- SPED 607: Adv. Research Design (even years) *(may change to EDUC 660: Adv. Research Design)*
  - OR- SPED 620: Multivariate Stats *(may change to EDUC 606: Applied Multivariate Statistics)*

#### 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 and require TD and advisor approval. See website for contract template).

**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 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; and (2) take the written comprehensive examination during the spring term or the following fall—just prior to beginning the fourth year. If you plan to apply for internship in the fall of your 4th year, you must take comprehensive exams spring of 3rd year.

**FALL** (16 credits)
CPSY 607: Doctoral Research Seminar
CPSY 609: Child/Family Practicum
CPSY 610: Cognitive & Affective Bases of Behavior
-OR- Psychology Core Class
TED 610: Research core class: Qualitative Methods or “Other Tradition”

**WINTER** (16 credits)
CPSY 607: Doctoral Research Seminar
CPSY 609: Child/Family Practicum
PSY: Social Psychology Core class
SPED 607: Adv. Research Design (even years) *(may change to EDUC 660: Adv. Research Design)*
-OR- SPSY 620: Multivariate Stats *(may change to EDUC 606: Applied Multivariate Statistics)*

**SPRING** (16 credits)
CPSY 607: Doctoral Research Seminar
CPSY 609: Child/Family Practicum
SPSY 650: Child Development & Psychopathology
SPSY 672: Intellectual Assessment

**SUMMER** (12 credits)
CPSY 601: Research (sign up with your advisor) or
CPSY 603: Dissertation (if you have successfully completed your comps and advanced to candidacy)
* CPSY 609: Externship – sign up with the Training Director

* (Externship Credits can only be taken after the completion of Adult or Child/Family practicum and require TD and advisor approval. See website for contract template).

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 4

During this year you should defend your dissertation proposal. (If you plan to apply for internship this year, your must successfully defend your Dissertation Proposal by November 1; this means your advisor needs the first draft well before the end of spring term, year 3).

**FALL (16 credits)**
CPSY 607: Doctoral Research Seminar
CPSY 610: Psychopharmacology (odd years)
PSY: Social Base of Behavior class (Social Psych, Social Development, or Group Dynamics) (any term this year)
CPSY 609: Externship in Assessment or 3rd Assessment course (any term this year)
CPSY 602: Supervised College Teaching (any term this year)

**WINTER (16 credits)**
CPSY 607: Doctoral Research Seminar
CPSY 607: Physiological Psychology (odd years)
CPSY 609: Externship in Assessment or 3rd Assessment course (any term this year)
CPSY 602: Supervised College Teaching (any term this year)
EDUC: Adv. Stats Class (e.g., SEM I, EDLD 610: HLM I)

**SPRING (16 credits)**
CPSY 607: Doctoral Research Seminar
PSY: Social Base of Behavior class (Social Psych, Social Development, or Group Dynamics) (any term this year)
CPSY 609: Externship in Assessment or 3rd Assessment course (any term this year)
CPSY 602: Supervised College Teaching (any term this year)
EDUC: Adv. Stats Class (e.g., SEM II, EDLD 610: HLM I)

**SUMMER**
CPSY 601: Research or
CPSY 603: Dissertation (if you have successfully completed your comps and advanced to candidacy)
* CPSY 609: Externship – sign up with the Training Director

* (Externship Credits can only be taken after the completion of Adult or Child/Family practicum and require TD and advisor approval. See website for contract template).

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 5**

Internship applications may be due as early as October 15th. Provide your advisor and training director with a list of sites, materials due dates, and materials due by September 30th. Your dissertation proposal must be defended by November 1st.

**FALL (3 credits total)**
- CPSY 607: Doctoral Research Seminar
- CPSY 654: Supervision & Agency Administration
- CPSY 610: Psychopharmacology (odd years)
- CPSY 609: Externship
- CPSY 603: Dissertation

**WINTER (3 or 4 credits total)**
- CPSY 607: Doctoral Research Seminar
- CPSY 607: Supervision Seminar (optional)
- CPSY 609: Externship
- CPSY 603: Dissertation

**SPRING (3 or 4 credits total)**
- CPSY 607: Doctoral Research Seminar
- CPSY 607: Supervision Seminar (optional)
- CPSY 609: Externship
- CPSY 603: Dissertation

**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.

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**Year 6**

**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)

**Summer Graduation !!!**

**Note:** Refer to section “Enrollment During Internship” (p.34) for enrollment guidelines.
DOCTORAL DEGREE REQUIREMENTS CHECKLIST 2008-2009

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 (24 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, Cognitive & Affective Bases, Individual Bases of Behavior, and History & Systems of Psychology. Some states may require more than 5 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 (5 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 610: Physiological Psychology (offered years)
_____ Required: CPSY 610: Psychopharmacology (offered odd years)

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 (5 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.

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

Area 3: Cognitive and Affective Bases of Behavior (5 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.
Options:

- CPSY 610: Cognition & Affect (3-5 credits)
- 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: CFT 620: Psychopathology
- Required: SPSY 650: Child Development & 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 (70 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 basic knowledge of qualitative research methods. 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 College of Education has begun implementation of a new doctoral core of research and statistics courses. Some course prefixes and titles numbers are expected to change, and students need to be vigilant about and will be informed as such changes occur.

Counseling psychology doctoral students complete research courses consistent with all Ph.D. students in the College of Education. COE Ph.D. students are required to enroll in one (1) doctoral level course on the foundations of educational research in addition to a minimum of six doctoral level courses in statistics and research methodology. For these six (6) courses, counseling psychology students are required to take four to five (4-5) courses in the quantitative research tradition in addition to two or one (2 or 1) course(s) in one of three non-quantitative “secondary” research emphasis areas—qualitative, single subject research, or program evaluation.

In other words, of these 6 required courses, students must enroll in a 4+2 or a 5+1 combination in which at least 4 or 5 courses represent the primary research tradition (quantitative), and two or one course(s) represent a secondary research emphasis area. For example, the 4+2 combination of courses would include 4 courses in quantitative research and 2 courses in either qualitative, or single subject, or program evaluation research. Students may also complete a 5+1 combination of courses that would be similar in structure (5 courses in a primary research “tradition” and 1 course in a “secondary” research area). The student’s selection of the 4+2 or the 5+1 combination should be coordinated with the approval of your advisor.

**Area 1: Methodological Foundations (12 credits minimum)**

- TED 610: Philosophy of Research

* Master’s Level courses (required if you have not had the equivalent previous to enrollment):
Area 2: Statistics and Research Design (16-20 credits required)

Statistics and Research Design courses are taught as cohesive content areas and are not distinct entities. At the same time, coursework that may highlight statistical methods within the quantitative tradition more intensely cover areas such as: Basic concepts of probability and statistics; use of probability theory in psychological theory construction; application of multivariate methods; theory of measurement; factors affecting reliability and validity; test construction, and so forth. Coursework that may highlight Research Design aspects of the quantitative tradition more intensely cover areas such as: 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, and so forth.

Doctoral Level courses (required):

_____ SPSY 619: Statistics in Education II
_____ EDLD 610: Multiple Regression (may be EDUC 604: Multiple Regression)
_____ SPSY 620: Multivariate Statistics (may be EDUC 606: Applied Multivariate Statistics)
_____ SPED 607: Advanced Research Design
_____ EDUC 610: Additional advanced statistics class OR second research class

Area 3: Secondary Research Emphasis Area (4-8 credits required)

_____ TED 610: Qualitative Methodology I: Interpretive Inquiry
_____ TED 610: Qualitative Methodology II: Reflexive Approaches

_____ SPED 607: Single-Subject Design I (check for revised course name and listing)
_____ SPED 610: Single Subject Design II (check for revised course name and listing)

_____ SPED 607: Program Evaluation I (check for revised course name and listing)
_____ SPED 610: Program Evaluation II (check for revised course name and listing)

Area 4: Pre-Dissertation Research (16 credits minimum)

_____ CPSY 601: Research
_____ CPSY 607: Doctoral Research Seminar

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

_____ CPSY 603: Dissertation

DOMAIN 3: PRACTITIONER COMPETENCIES (67 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, and 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
_____ CFT 624: Group Psychotherapy
_____ CPSY 651: Advanced Individual Counseling Interventions
Optional:
_____ CPSY 510: Alcohol and Drug Detection and Intervention

Area 2: Practica & Advanced Practitioner Skills (24 credits minimum)
Courses involve the provision of counseling interventions for clients in 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 (11 credits minimum)
_____ SPSY 672: Intellectual Assessment
_____ CPSY 622: Psychological Assessment II

Additional Assessment course required. Options include but are not limited to:
_____ SPSY 610: Social and Emotional Assessment of Children
_____ SPSY 671: Behavioral Assessment
_____ PSY 610: Neuropsychological Assessment
_____ CPSY 609: Externship (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” (p.34) for enrollment guidelines.
DOMAIN 4: PROFESSIONAL COMPETENCIES (11 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 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 (3 credits minimum)
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.

Subject/Course # _______ Course Title: __________________________ Credits ________
Subject/Course # _______ Course Title: __________________________ Credits ________
Subject/Course # _______ Course Title: __________________________ Credits ________
Subject/Course # _______ Course Title: __________________________ Credits ________
UNIVERSITY OF OREGON
COUNSELING PSYCHOLOGY PROGRAM
2008-2009 Doctoral Degree Program Plan

Student: ____________________________________  Advisor: ____________________________________

Date Student Entered Program: ______________

Instructions: This form is used to indicate the specific courses you plan to take, or have already taken to meet all the coursework requirements for the Ph.D. degree. Requirements are shown in the first column. When a specific course is listed in the first column, this particular course is required. If no course is listed, you must make a selection from the Doctoral Degree Requirements Checklist (see Handbook, and consult with your advisor about topical seminars that are offered from time to time that may meet course requirements).

If you plan to substitute or transfer graduate level course work taken at another institution, indicate the institution, course and title in the columns 2-4. Indicate the grade you earned in courses you intend to transfer, as well as the credit level and date completed. In the “Credits” column be sure to use the abbreviation “SC” to indicate credits earned in a 15-16 week semester-system institution. Note that your advisor will request documentation (syllabi, etc.) for all courses you intend to transfer and all course requirements you propose to waive. Please use the appropriate form to document your requests for transfer of credits (Transfer of Graduate Credit Form from the Graduate School).

For courses you have taken at the UO, or plan to take, indicate “UO” in the second column and the appropriate course information in columns 3 and 4. Indicate grade and credit level and dates for courses already taken at the UO. Follow the same procedure for courses you intend to take to meet program requirements. Credit level and proposed term for taking the course should be indicated in the last two columns. The “Grade” column is left blank for proposed courses. All other information should be filled in the appropriate columns below.

University of Oregon Counseling Psychology Doctoral Degree Program courses are divided into four basic domains (a) Psychological Foundations (b) Research Competencies (c) Practitioner Competencies (d) Professional Competencies. A minimum of 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.

This Plan should be completed no later than Spring term of your first year in the program. Once it is signed, turn it in to the Academic Secretary for your file.

Approved by faculty advisor: ____________________________  Date: __________

Approved by Training Director: ____________________________  Date: __________

Counseling Psychology Program 19  Student Handbook 2008-09
## Counseling Psychology Doctoral Degree Program Plan - 2008-2009

### Domain 1: PSYCHOLOGICAL FOUNDATIONS (24 credits minimum)

<table>
<thead>
<tr>
<th>Curriculum Domain and Course Requirement</th>
<th>University</th>
<th>Course Prefix</th>
<th>Course Title</th>
<th>Grade</th>
<th>Credits</th>
<th>Date Proposed or Completed</th>
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<td>Area 1: Biological Bases of Behavior (5 credits minimum)</td>
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## Domain 2: RESEARCH COMPETENCIES (70 credits minimum)

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<tr>
<th>Curriculum Domain and Course Requirement</th>
<th>University Title</th>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Grades</th>
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<tbody>
<tr>
<td><strong>Area 1: Methodological Foundations (12 credits minimum)</strong></td>
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<td>TED 610: Philosophy of Research (4)</td>
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<td>SPSY 617: Tests &amp; Measures in Education (4)</td>
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<td><strong>Area 2: Statistics and Research Design (16-20 credits required)</strong></td>
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<td>EDUC: Additional advanced stats class (4)</td>
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<td><strong>Area 3: Secondary Research Emphasis Area (4-8 credits required)</strong></td>
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<td><strong>Area 4: Pre-Dissertation Research (16 credits minimum)</strong></td>
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<td><strong>Area 5: Dissertation Research (18 credits minimum; need 3 credits each for the term prior to &amp; term of the defense)</strong></td>
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### Domain 3: Practice Competencies (67 credits minimum)

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<th>Curriculum Domain and Course Requirement</th>
<th>University List University if transferring</th>
<th>Course Prefix &amp; Number</th>
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<th>Grade</th>
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<td><strong>Area 1: Core Knowledge and Applied Skills (27 credit minimum)</strong></td>
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<td><strong>Area 2: Practica &amp; Advanced Practitioner Skills (24 credits minimum)</strong></td>
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<td>CPSY 704: Doc Internship (1900 clock hours)</td>
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Identify your Specialty Area: ________________________________

Attach a brief, 1-page statement or list of objectives that identify coursework, research activity, practical experience, and professional activities that you plan to engage in and focus on during your doctoral training.

Total = *175 minimum credit hours required
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 scheduled via the Ethics course. The ethics instructor and a second committee member will administer the exam, usually near the end of the quarter that you take the ethics class. 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 comps exam 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 or will be placed on a mandatory remediation plan. 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 be on a topic area that you are considering for your dissertation, or it may be in an area that you have interest in pursuing further in the future. This 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. Students must also complete this paper before taking the written exam. This allows students an opportunity to receive feedback on their writing and research prior to taking the written comp. This paper should be completed at the latest by the spring term of your third year. Until completed, you do not advance to candidacy. Expect to spend at least a year on this paper, with multiple drafts exchanged between you and your advisor.

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 prepared as a manuscript in APA format and of publishable quality. Publication of the paper, however, is not required for you to pass this comprehensive. It is very important to consult with your advisor as you select a topic area and prepare the paper.
- 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 altogether.
- 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 needs to be completed prior to taking the written in-house comps.

Procedure

You will complete this comp in close consultation with your advisor, who will approve the topic area and monitor the progress of this project. Most students will be asked to consult with the writing lab at the University of Oregon and/or with a professional editor (that charges hourly) to assist you in your professional writing. Expect to produce multiple drafts of the specialty area paper or proposal in time for advisor evaluation and feedback on each draft. 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. 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 in consultation with your Counseling Psychology advisor at the University of Oregon.
2. A publishable literature review that is prepared as a manuscript.
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.

c. 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 1 question for each of 4 different domain areas in a closed-book examination format. Two domain areas are covered in the morning and two in the afternoon. These domains cover the following content areas:

- 8 a.m. – 12 p.m.—Counseling Core and Psychological Foundations/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 (Biological, Social, Cognitive/Affective, and Individual Bases of Behavior).

- 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. Content from one domain area will often be relevant to a question in another content area, e.g., you may address ethical issues in a Counseling Core question, or Cognitive Development issues in a Professional Issues and Competencies question. Answers must be word-processed via use of your own computer; 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. You must have completed your Specialty Area paper before taking this Written Comp. 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. 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 (however, it is likely that there will be other consequences to such a decision, such as your program completion timing, etc., that students should weigh in consultation with their advisor).

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 a part of your preparation process. The recommended readings for this comp include but are not limited to 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 (for those entering with a bachelor’s degree). Your program plan must be approved and on file with the Academic Secretary before you can take the Written Comp Examination, and you must have passed your Specialty Area Paper. The “Specialty Area Comprehensive Project” must be completed before advancement to candidacy. All comprehensive exams must be passed, AND YOU MUST ADVANCE TO CANDIDACY, 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 order for you to APPLY for the year-long internship. In addition, the teaching competency must be completed and passed before leaving campus for your year-long internship.

Helpful Advice for Written Comps: Preparation for this comprehensive examination is a complex task that does not lend itself to simple formulae. The students maintain a file with sample comprehensive examination questions and preparation materials that can provide an idea of the types of questions asked in the past. Consult with fellow students who have taken the exam. 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 (not a poster session) at a state, regional, or national conference (that is different from a class presentation that you may have given) (1 point);
- Giving a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point).

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 Appendix F for the Teaching Competency Plan and Evaluation Form.

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 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 faculty must reach a unanimous decision regarding your request. You will be informed of the outcome of the request after the faculty meeting. Your request, along with the faculty response, will be placed in your student file as an official record.

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 determine the next course of action which will involve a mandatory remediation plan or may result in you being terminated 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 comp 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, discuss a plan to assist you with related professional development, or may 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 recommend 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. First you must complete a form on the Program’s web-site, on the Current Students page, called CPSY Advancement to Candidacy. You will need to have the dates that you took each exam and the dates that you passed each exam. This form must be signed by your advisor. Then you complete the application for Advancement to Candidacy on-line at the UO Graduate School’s “GradWeb” site. Once you complete the on-line application, and return the completed form to the academic secretary, the secretary will electronically confirm the information on GradWeb. A final form is created on GradWeb that gets signed by the Department Head and the Training Director and is then faxed to the Graduate School. The student, the student’s advisor, and the academic secretary receive notice of successful advancement from the Graduate School via email. All Advancement documents are kept in the student’s confidential academic file.

Comprehensive Examination and Advancement Chronology

1. You complete the Oral Ethics Comp 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 (involving several drafts) 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 Written 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 Program’s website. Then go on-line to the Graduate School’s Grad Web site and initiate 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

Dissertation Committee Appointment

You may not appoint your committee or defend your dissertation proposal until you have passed the three components of the comprehensive examinations 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 you plan to defend your proposal. To create your Dissertation committee, complete the Dissertation Committee Creation form on the Current Students Forms page of the CPSY web-site. Turn the completed form into the academic secretary, who will then submit the information to GradWeb. Your committee must include four members: 3 members from the College of Education (2 must be CPSY Program faculty), and one member who is a faculty member outside of the COE. If you choose to appoint two people as co-chairs, they must both be
from the CPSY program. Do not invite anyone to serve on your dissertation committee without consultation and approval from your advisor and dissertation chair.

**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, obtain the Dissertation Proposal Approval form from the CPSY Program web-site, and have your committee sign the form, signifying that each member has approved your dissertation proposal. Your advisor will need to review multiple drafts of your proposal before it goes to your committee. Keep in mind that faculty are not on contract during the summer.

**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 in which 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). Be aware that faculty have already worked with the Graduate School to minimize the credit hour requirements for you during internship. Please speak with your Training Director first if you are considering contacting the Graduate School to complain about these policies or to request individual consideration for your credit hour enrollment during internship. 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 Office for the Protection of Human Subjects has approved your proposal. The OPHS is commonly referred to as the IRB, the Institutional Review Board. OPHS is the UO IRB and these terms are used interchangeably. Procedures for approval of human subjects research can be obtained from http://www.uoregon.edu/~humansub/ or call (541) 346-2510. In 2007, new education requirements (called CITI) were added to the research approval process and require you to complete a series of on-line education modules on the protection of human subjects in research. Allow time to complete these modules prior to submission of a research proposal. Modules are accessed on-line via the website listed above. Important note: Even if you are working with a pre-approved data set, the IRB requires that you receive approval to work with data for master’s and dissertation projects. Therefore, always plan on submitting a human subjects research request approval even if working with existing data sets.

**Acceptable Topics and Methods**

The dissertation must be an empirical investigation of a quantitative 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. Topic areas must be approved by the chair and must be in a topic area within the general expertise of the chair (your advisor).

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

**Format of the Dissertation Document**

The Graduate School provides information that details University standards and requirements for the final dissertation. Your dissertation must contribute significantly to knowledge and show a mastery of the literature consistent with the standards outlined in
the University of Oregon 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. Graduate School approval is required for the format of your Dissertation. You must provide 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

See the Graduate School’s website (or the Current Student page on the CPSY Program website) 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. These are Graduate School requirements. Please do not contact the Graduate School to contest these requirements. Speak with your Training Director.

In order to allow your committee time to review your dissertation, you must submit your final draft to each committee member at least 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. Signing this form indicates that the committee member has assessed your dissertation as ready to defend. It is inappropriate to request that committee members sign this form without ample time to read and review your dissertation document. 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.

**Copy of Dissertation for Dissertation Chair**

After you have successfully defended your dissertation, you 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 their dissertation prior to the internship year. All students are required to successfully pass their internship year in order to graduate from the doctoral program in counseling psychology. 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 Examinations and complete your Advancement before you request the appointment of your Dissertation Committee.
2. Apply on-line at GradWeb to appoint your Dissertation Defense Committee. Turn in Dissertation Committee Creation Form to the academic secretary. Advisor approval of committee members is required prior to inviting them to be on your committee.
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 Office for the Protection of Human Subjects (OPHS or IRB) office.

6. Check with the Graduate School about deadlines associated with scheduling your final oral defense. Submit an Application for Advanced Degree to the Graduate School. 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.

10. Consult with your chair regarding presentation of your dissertation findings.

11. Defend your dissertation!

12. Attend to remaining Graduate School paperwork and approval details.

**CLINICAL TRAINING**

**Pre-Internship Clinical Experience**

The Counseling Psychology Program requires 2 academic years of practicum training and a supervision practicum. Most students also complete additional externships upon completion of the first practicum sequence. The first practicum involves providing clinical interventions to adult clients (ages 17+) individually, in small groups, or in couples. These practica may occur at the University Counseling and Testing Center, Lane Community College, the Veterans Center, or the Center for Couple and Family Therapy.

Your second three-term sequence of clinical coursework focuses on providing interventions to children and families in the community via the Child and Family Center. Externships are arranged by the student, with the approval of your Advisor and the Training Director (see Externship Agreement template on the Current Students website). During your last year, prior to internship, you will enroll in the fall supervision course which includes a practicum component as well as 1-2 additional terms of supervision experience. 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. Externship credits can be arranged, first with the approval of your advisor and then the Training Director, at your initiative. Once you identify a site, you must obtain a signed training contract, which includes maintaining liability insurance coverage. 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 Advisor and Training Director must approve proposals for Externship credit. Once your advisor reviews the arrangements, assures that all the elements are in place, and signs the externship agreement form, then you will turn it into the Training Director. 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 receive a pass grade for 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 in the spring prior to submitting internship applications. Faculty will determine whether or not you are ready for internship. The Training Director must complete a Readiness Form for each applicant; you are responsible for completing your portion of the form (the “APPI Part II”; see http://www.appic.org/) and submitting the form to the Training Director. 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, that you have advanced to candidacy, and have successfully defended your dissertation proposal. The Training Director is also required to indicate your strengths and weaknesses. Keep in mind that if 8 students each apply to 12 sites, your Training Director is dealing with 96 Readiness Forms and envelopes.

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. Because most internship sites favor students who are further along in the dissertation process, the faculty strongly encourages you to complete your dissertation 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 most of these deadlines are between October and December 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. Writing internship application essays is a time consuming process. For faculty, writing your letters of recommendation and completing the internship readiness form is also very time consuming. In order to ensure that your application materials are completed on time, by September 30th of the year you apply to internship, provide your advisor and the Training Director with the following materials:

1. A complete list of sites to which you are applying, in electronic form, that includes complete names and mailing addresses for each site, deadlines, information about the site that you want letter-writers to know (e.g., “child/family site” or “emphasis on multicultural competencies”).
2. One copy of your completed APPI form, Parts I and II. The Training Director will complete the appropriate portion of the form and make one copy for each site to which you apply.
3. A list of your own strengths and weaknesses that you will be sharing with your internship sites.
4. A set of addressed envelopes that also include your name.

Except under very unusual circumstances, you will 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), one in Corvallis (Oregon State University’s counseling center) and a few 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. Currently, there are not enough internship sites to meet the demand for internships by applied psychology programs across the U. S., and each year there are a significant number of students who do not get placed. The excellent clinical training you receive prior to internship will be obfuscated by poorly prepared application materials. Consult with your advisor before applying for internship sites.

If you wish to apply to non-accredited sites, know that 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 and this requires a considerable amount of work on your own initiative. Whether the program faculty approve this proposal depends on how equivalent the proposed training experience is to the standards expected of an APA-accredited internship. Decisions about the appropriateness of non-APA-accredited internships are made jointly by the 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.
- Other resources. Visit the Internet site created by faculty member Shoshana Kerewsky regarding preparation for internship and licensure at: 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/.

**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.29, 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**

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.

The Training Director and your advisor will review the evaluations of your work submitted by the primary supervisor(s) at the training site. Final evaluations will determine whether the student has passed internship. Internship training is considered complete only after all site requirements have been met, hours have been completed, and the student has been determined to pass the 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. If you have concerns about internship training that you are receiving or your progress on the internship, consult with the appropriate personnel on your internship site and with your Training Director.

**Definitions Used for Documentation of Clinical Experience**

**Client Contact Hours:** Those hours in which you deliver psychological services directly to a client (or supervision services directly to a supervisee)

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

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

**Clock hours**

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

**Individual Supervision Hours**

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 involves didactic contact with other students, or you are under the direct supervision of a program faculty member, you may earn course credit. Generally an appropriate ratio is considered three credits per term for every ten 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.

3. Each spring term the faculty conduct a student review and discuss your overall progress in academic work, clinical skill development, research, and any other area of performance that may have bearing on your ability to function as a professional Counseling Psychologist. You will receive a letter at the end of each Spring term that documents your status in the program. If you are found to be deficient in any area, the faculty, in consultation with you if warranted, will develop a plan to remediate 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 Evaluations
The following text outlines the areas included in the annual evaluation for doctoral students. The rating system utilizes two categories: (a) Satisfactory or (b) Unsatisfactory with Remediation.

- **Clinical Skills Demonstrated in Practice**
  Evaluations are based on feedback submitted by clinical supervisors, instructors of practice-focused classes, GTF supervisors (if your GTF work involves clinical work or supervision), and your faculty, will include your demonstrated 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.

- **Performance as GTF**
  Evaluations are based on your performance at your GTF (unless evaluated in the Clinical section), including (if relevant) attendance at classes, communication with your supervisor, paperwork, communication with undergraduates, professional behavior, and teaching evaluations.

- **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 in writing. These skills are imperative for clinical and research activities, completion of your dissertation project, and overall functioning as a professional psychologist. You are encouraged to become involved on research teams to enhance your "scientific" writing skills.

• **Development of Multicultural Competencies**
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.

• **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 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 APA Ethical Standards and Practices, Student Evaluation forms, UO Practicum student evaluations). 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 Department 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 Department 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 if the issues have been remedied or resolved, and
   - A timeline for review.

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

When this process results in a decision to terminate a student from the program, the Department Head will forward a letter to that effect through the 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 I. 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. In addition, 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 de facto 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:
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. In addition, the program strongly discourages students maintaining a highly desirable GTF for more than 3 years (e.g., a GTF at UCTC) so that other students can benefit from the professional development opportunities of such GTFs.

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 psychology 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 and Testing Center, Student Health Center, Counselor for Student Athletes, Disability Services, Career Center, 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.

For more information and specifics about funding, visit http://uoregon.edu/~cpsy/studentfunding.htm.

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.
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 Commission on Accreditation (750 First St. NE, Washington DC 20002-4242, 202.336.5979). 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 5 credits of coursework in each of the four (biological, social, cognitive, individual) bases of behavior.

For biological bases of behavior, our program course CPSY 607 Physiological Psychology and CPSY 610 Psychopharmacology are required. Additional elective courses are available through the Psychology department.

Students take a course in Psychology to fulfill part of the Social base of behavior requirements (Social Psychology, Group Dynamics, or Social Development). CPSY 610 Cognition & Affect may be taken for up to 5 credits and covers fundamental principals of cognition and affect in psychology. Additional courses may be taken in the Psychology Department including Cognitive Development, Cognition, and Motivation and Emotion.

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: CFT 620: Adult Psychopathology and SPSY 650: Child Development and Psychopathology, which maintains our programmatic focus on children, adolescents, and families while addressing fundamental developmental issues.

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 CFT 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), Multivariate Statistics (SPSY 620), and Research Design (SPED 607) which covers multivariate statistics. A revised doctoral core of research and statistics is underway this year, and students will complete a course in research philosophy year 1, along with 4 or 5 courses in statistical methods and a minimum of one course in qualitative methodologies. Options for advanced statistical methods training have greatly increased in the past 2 years, and students have periodic opportunities to take courses in Structural Equation Modeling, HLM, Item Response Theory, and other advanced techniques.

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.

As part of their research competency, Counseling Psychology students enroll in faculty doctoral research seminars for each term in the program prior to internship. 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; CPSY 617: Theories of Career Development; 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 CPSY 672: Intellectual Assessment. Students take a third assessment course such as SPSY 610: Behavioral and Emotional Assessment of Children, PSY 624: Neuropsychological Assessment, SPSY 671: Introduction to Behavioral Assessment, or complete an externship focused on assessment experiences. 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 510: Alcohol 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 CFT 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.

In their fourth or fifth 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. In addition, students may provide individual peer supervision to students enrolled in Adult Practicum or Child/Family Practicum. Students have the option to continue supervision practice by supervising students engaged in practicum or conducting psychological assessments in the Winter and Spring terms. 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 Psychotherapy, Advanced Individual Interventions, Assessment 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 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; hence, we are committed to recruiting a diverse student body, incorporating diversity and multicultural training throughout our curriculum, and promoting an environment in which diversity is valued and respected.

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. Faculty members 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 on-going 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. Linda 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 UO 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>
</tr>
</tbody>
</table>

Average:           |           |           |

III. COMMENTS AND FEEDBACK

IV. RECOMMENDATIONS

V. REQUIRED SIGNATURES

__________________________  ___________________________
Committee Member #1     Committee Member #2

__________________________
Doctoral Student

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Appendix C

Written Doctoral Comprehensive Examination Evaluation Criteria

CRITERIA FOR DETERMINING OUTCOME
The written portion of your comprehensive examination (the written comp) 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 comp 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
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

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APPENDIX E
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
APPENDIX F

Background Check Information and Form—Out of State and Oregon

Criminal Records Check

In accordance with College of Education policy, the “College policy requires that all COE students assigned to practica, internship, . . . or other agencies, private or public, must submit documentation for obtaining a criminal history check PRIOR TO their first placement. Students will not be placed in a field experience or practicum until the necessary background clearance is obtained.” Therefore, as a student in the program, you are required to pass a background check. If you are an Oregon State resident, you can receive your verification through the Oregon State Police (p. 54). If you are from out-of-state, you will need to complete a Federal Bureau of Investigation (FBI) records check (p. 56). The background checks utilize a set of legible fingerprints for identification. Students must submit the appropriate background check results to the Academic Secretary as soon as possible. For more information about the COE Background Check policy and COE ID Badge, visit http://education.uoregon.edu/feature.htm?id=767.

Follow the instructions in this packet to obtain a criminal history report. Once you receive your report, bring a COPY to the academic secretary for your file.

Fingerprint Services

The Lane County Sheriff’s Office offers fingerprinting services to the general public. There is a charge of $10.00 per fingerprint card (CASH OR CHECK ONLY). You will need to present a valid piece of photo identification. If your employer or another agency provided you with a blank fingerprint card, please bring that card with you. DO NOT SIGN THE CARD UNTIL YOU AREDIRECTED TO DO SO BY LCSO PERSONNEL. Our office is located in the Lane County Courthouse at 125 E. 8th Avenue. The most convenient access is from the Oak Street entrance. Once inside the building, follow the overhead signs to the Sheriff’s Office Central Reception, Room 140. The Concealed Handgun Licensing/Fingerprint Unit is located inside that area. Business hours are from 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding legal holidays. Citizens are assisted on a first-come, first-served basis. In order to avoid a lengthy wait, we suggest that you plan your arrival between the hours of 9:00 a.m. and Noon, or between 2:00 p.m. and 3:45 p.m.
OREGON RESIDENTS ONLY

Oregon State Police Background Check/Fingerprinting Information:

Please read “Copy of Your Own Oregon Record” below and follow the instructions, using the following “Copy of Own Record Request” form. You can obtain a copy of your fingerprints from the Oregon State Police for $20.00, or go to the Lane County Sheriff’s office located at 125 E. 8th Avenue, Room 140. The easiest access is off of Oak Street. You will need to take photo identification. The fee is $10.00 for the fingerprint cards. The office is open Monday – Friday from 8 AM – 5 PM. No appointment is necessary. For more information see the Oregon State Police website at www.oregon.gov/OSP/. After the results have been returned to you, please bring a copy of your record information to the CPSY Academic Secretary. You are encouraged to keep your original documents.

COPY OF YOUR OWN OREGON RECORD
(revised 04/17/08)

To obtain a copy of your own Oregon criminal history report or a clearance letter indicating that you have no Oregon criminal history, you will need to complete the following steps.

1. Obtain properly rolled set of your fingerprints using the blue applicant fingerprint card (FD258). An example of this fingerprint card can be seen at: http://www.fbi.gov/hq/cjisd/pdf/fpcardb.pdf (Please contact local police agency or fingerprinting service for information.) Fingerprints may also be obtained at our office during these designated days/times:
   - Monday-Friday from 8:00 a.m. to 4:30 p.m. (The cost for this service is $20.00 per card.)

2. Submit a $33.00 check or money order payable to Oregon State Police. For notarized requests add an additional $5 per copy.

3. Mail your fingerprint card, the completed “Own Record Request Form,” and $33.00 check to the following address:
   - Oregon State Police
   - Identification Services Section
   - Unit 11
   - P.O. Box 4395
   - Portland, OR 97208-4395

The results, along with the fingerprint cards submitted will be returned to you. Please allow 7-10 business days to receive your response. Due to the confidentiality of criminal history record information, results will be mailed only to the requestor.

For questions or further information, please contact us at (503) 378-3070.
COPY OF OWN RECORD REQUEST
(revised 4/17/08)

This form is to be used ONLY when requesting a copy of your own Oregon Criminal History information or clearance letter. This form may be copied.

NAME: ____________________________________________________________________________
                   Last                   First                   Middle

OTHER NAMES USED:_________________________________________________________________

DATE OF BIRTH:____________/_________/_________
                   month           day          year

SOCIAL SECURITY NUMBER: __________  -  __________  -  __________

YOUR MAILING ADDRESS:___________________________________________________________
                      Street or P.O. Box
                      __________________________________________________________
                   City      State      Zip Code
                   __________________________________________________________
                   Country

TELEPHONE (______)_______________________________________________________________

MY CHECK OR MONEY ORDER, PAYABLE TO OREGON STATE POLICE, IS INCLUDED FOR THIS
SERVICE AS FOLLOWS:

COPY OF OWN RECORD ($33.00)          $__________
PLEASE NOTARIZE RESPONSE ($5.00 per copy)     $__________
TOTAL INCLUDED            $__________

**Your fingerprint card will be returned with your response.
NON-OREGON RESIDENTS ONLY

FBI Background Check/Fingerprinting Information:

First you need to obtain a copy of your fingerprints, either from the Oregon State Police for $20.00, or go to the Lane County Sheriff’s office located at 125 E. 8th Avenue, Room 140. The easiest access is off of Oak Street. You will need to take photo identification. The fee is $10.00 for the fingerprint cards. The office is open Monday – Friday from 8 AM – 5 PM.

Read and carefully follow “FBI Instructions” below, and use the “Cover Letter” form that follows. For more info, call (304) 625-2000, or visit or visit http://www.fbi.gov/hq/cjis/fprequest.htm.

NOTE: For the REASON that you need a background check, it is a requirement of your graduate program. If you do not provide an explanation, or write that it is for your job, they will not process your request.

After the results have been returned to you, please bring a copy of your record information to the CPSY Academic Secretary. You are encouraged to keep your original documents.

This information can also be downloaded from the Oregon State Police website at www.oregon.gov/OSP/.

FBI INSTRUCTIONS

Introduction

An FBI Identification Record, often referred to as a Criminal History Record or Rap Sheet, is a listing of certain information taken from fingerprint submissions retained by the FBI in connection with arrests and, in some instances, federal employment, naturalization, or military service. If the fingerprints are related to an arrest, the Identification Record includes name of the agency that submitted the fingerprints to the FBI, the date of arrest, the arrest charge, and the disposition of the arrest, if known to the FBI. All arrest data included in an Identification Record is obtained from fingerprint submissions, disposition reports and other reports submitted by agencies having criminal justice responsibilities.

The United States Department of Justice Order 556-73 establishes rules and regulations for the subject of an FBI Identification Record to obtain a copy of his or her own Record for review. The FBI’s Criminal Justice Information Services (CJIS) Division processes these requests.

Reasons for Request

An individual may request a copy of his or her own FBI Identification Record for personal review or to challenge information on the Record. Other reasons an individual may request a copy of his or her own Identification Record may include international adoption or to satisfy a requirement to live or work in a foreign country (i.e., police certificate, letter of good conduct, criminal history background, etc.)

Can I request my own record for an employment background check?

If you are requesting a background check for employment or licensing within the United States, you may be required by state statute or federal law to submit your request through your state identification bureau, requesting federal agency or other authorized channeling agency. You should contact the agency requiring the background check or the appropriate state identification bureau (or state police) for the correct procedures to follow for obtaining an FBI fingerprint background check for employment or licensing purposes.

Who May Request a Copy of Record (or Proof that a Record Does Not Exist)

Only the subject of the identification record can request a copy of his own FBI Identification Record.

How to Request a Copy of Record

1. Complete cover letter.
   - If for a couple, family, etc., all persons must sign cover letter
   - Include your complete mailing address
• If you have a deadline (e.g., an immigration deadline), please include the deadline in your cover letter and on the outside of the envelope.

2. Obtain proof of identity, which consists of a set of your fingerprints (original card, no copies), with your name, date of birth and place of birth. Fingerprints should be placed on a standard fingerprint form (FD-258) commonly used for applicant or law enforcement purposes.

• Include rolled impressions of all ten fingerprints and impressions of all ten fingerprints taken simultaneously (these are sometimes referred to as plain or flat impressions.)

• If possible have your fingerprints taken by a fingerprinting technician (this service may be available at a Law Enforcement Agency.)

• Previously processed fingerprint cards will not be accepted.

3. Include $18 - U.S. dollars in the form of a money order, certified check made payable to the Treasury of the United States, or you may pay by credit card.

• Be sure to sign where required

• No personal checks or cash

• Must be exact amount

• If for a couple, family, etc., include $18 for each person

• If paying by credit card you must include the completed credit card payment form

• Credit cards will not be used for expedited mail services

4. Mail the items #1, #2, #3 (listed above) to the following address:

   FBI CJIS Division – Record Request  
   1000 Custer Hollow Road  
   Clarksburg, West Virginia 26306

Please Note: If any of the above items are missing or incomplete, the request will be returned.

Allow approximately 3-4 weeks for processing, upon receipt to the FBI.

What You Will Receive

1. No Record Response – Consists of the original fingerprint card stamped with the stamp “No Record.”

Or

2. FBI Identification Record

How to Challenge Your Record

Since the FBI's CJIS Division is not the source of the data appearing on Identification Records, and obtains all data thereon from fingerprint submissions or related identification forms submitted to the FBI by local, state and federal agencies, the responsibility for authentication and correction of such data rests upon the contributing agencies. Therefore, the rules set forth for changing, correcting or updating such data requires that the subject of an Identification Record make application to the original contributing agency (e.g., police department, county court, etc.). An individual may challenge the information contained in the FBI Identification Record by contacting the original agency that submitted the information to the FBI or the state central repository in the state in which the arrest occurred. These agencies will be able to furnish the guidelines for correction of the Record. The FBI is not authorized to modify the Record without written notification from the appropriate criminal justice agency.
COVER LETTER

Date:
Requestor Name: __________________________________________

Requestor Address: ________________________________________

________________________________

Attention Record Request:

I, ________________________, am requesting a criminal history background check for personal review pursuant to 28CFR§16.30-16.34. Please mail the results of the check to the following address:

________________________________

________________________________

________________________________

________________________________

I have a reason/date that requires expeditious handling (optional):

(PLEASE PLACE DATE/REASON ON OUTSIDE OF MAILING ENVELOPE)

Date Required: ____________________ Reason: ______________________

If you have any further questions, please contact me at:

Telephone: _________________ Email: ______________________

Sincerely,

(Signature)
APPENDIX G
STUDENT FILE AUDIT FORM

Doctoral Requirements—Student File Audit Form

Name ___________________________ Cohort ___________ Advisor ___________________________

- BASIC APPLICATION MATERIAL
- BACKGROUND CHECK Required for Practicum
- LIABILITY INSURANCE Required for Practicum & Externship

ANNUAL EVALUATIONS

- □ 1st Mid-Year Year ___________
- □ 1st Year Year ___________
- □ 2nd Year Year ___________
- □ 3rd Year Year ___________
- □ 4th Year Year ___________
- □ 5th Year Year ___________
- □ 6th Year Year ___________
- □ 7th Year Year ___________

- □ APPROVE DOC. PROGRAM PLAN By end of 1st yr.
- □ APPROVE MASTERS PROG. PLAN Only req’d if earning M.S.

COMPREHENSIVE EXAMS

- □ Pass Oral Ethics Comps Date ___________
  By end of ethics course, Spring 1st / 2nd yr
- □ Pass Specialty Area Comps Date ___________
  Prior to advancement & written, Spring 3rd yr
- □ Pass Written Comps Date ___________
  No earlier than end of 3rd yr

ADVANCE TO CANDIDACY

- □ Advance to Candidacy Date ___________
  Prior to defend dissert proposal

  (Must apply two weeks after passing comps)

PROPOSE DISSERTATION

- □ Establish Dissertation Committee Date ___________
  One term prior to defend proposal
- □ Defend Dissertation Proposal Date ___________
  By Nov. 1st of yr applying for intern

**before doc. research begins:
- □ GS Research Clearance form

- □ TEACHING COMPETENCY Date ___________
  Complete before leaving campus

Counseling Psychology Program 57 Student Handbook 2008-09
PRACTICUM  (complete prior to applying for intern)

Adult

SITE LOCATION _______________________________

☐ Supervisor signed hour logs
☐ Self-evaluation
☐ Mid-year Evaluation from Supervisor
☐ Final Evaluation from Supervisor

Child/Family

SITE LOCATION (if not CFC) _______________________________

☐ Supervisor signed hour logs
☐ Mid-year Evaluation from Supervisor
☐ Final Evaluation from Supervisor

Externship Agreement 

☐ Supervisor signed hour logs
☐ Evaluation from Supervisor

DATE ______________

SITE _______________________________

**Additional externships can be documented below**

INTERNERSHIP DOCUMENTS

Must be Doc Cand & defended proposal

Site _______________________________

☐ Site selection announcement
☐ Evaluation, mid-year
☐ Evaluation, final

ORAL DEFENSE OF DISSERTATION

Defense Date & Time ___________________________ Place ___________________________

Defend 1 quarter before leaving for intern or anytime during intern yr

☐ Notification of Completion

Externship Agreement 

☐ Supervisor signed hour logs
☐ Evaluation from Supervisor

DATE ______________

SITE _______________________________

Externship Agreement 

☐ Supervisor signed hour logs
☐ Evaluation from Supervisor

DATE ______________

SITE _______________________________
APPENDIX H
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 television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu.

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

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

Again, it is very important that 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 successfully allow. Supervisors may permit parents to bring their children with them to work or to allow them to take work home, if the specific job duties accommodate it. In addition, the Vivian Olum Child Development Center provides on-site child care for school-age children whenever inclement weather closes local public schools, but the university remains open. For more information please contact the Center, (541) 346-6586. Pre-registration is required.

COE Policy: Unattended or Unleashed Domestic Animals

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

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

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

UO Policy on Animal Control

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

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

- Students, staff, and faculty members who see an unattended or unleashed domestic animal in or on College of Education property, including dogs tied to objects such as benches or railings, are asked to immediately inform the nearest COE administrative office.

- The office manager/business manager (or designee) who receives a report of an unattended or unleashed domestic animal will immediately inform the UO Department of Public Safety of the animal’s description and exact location so that DPS can call Lane County Animal Control to remove the animal. DPS will not impound the animal. Only Lane County Animal Control will remove the animal.

- After contacting OPS, the office manager/business manager (or designee) should send a brief written report of the incident to the assistant dean for administration and management for future reference. This report needs to include the following:
  - Time and date of call to DPS
  - Description and location of animal
APPENDIX I
AMERICAN PSYCHOLOGICAL ASSOCIATION
CODE OF ETHICS

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

INTRODUCTION AND APPLICABILITY

PREAMBLE

GENERAL PRINCIPLES

Principle A: Beneficence and Nonmaleficence
Principle B: Fidelity and Responsibility
Principle C: Integrity
Principle D: Justice
Principle E: Respect for People’s Rights and Dignity

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1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority
1.03 Conflicts Between Ethics and Organizational Demands
1.04 Informal Resolution of Ethical Violations
1.05 Reporting Ethical Violations
1.06 Cooperating With Ethics Committees
1.07 Improper Complaints
1.08 Unfair Discrimination Against Complainants and Respondents

2. Competence
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2.02 Providing Services in Emergencies
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3. Human Relations
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INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means,
psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people’s understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists’ work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists’ obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists’ scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues’ scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists.
Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People’s Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists’ Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.
1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists’ work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts
(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial
likelihood that their personal problems will prevent them from performing their work-related activities in a
competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related
duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and
determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10,
Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender
identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any
basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or
verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist’s activities or
roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational
environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a
reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they
interact in their work based on factors such as those persons’ age, gender, gender identity, race, ethnicity, culture,
national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research
participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable
and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time
is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with
or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into
another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be
expected to impair the psychologist’s objectivity, competence, or effectiveness in performing his or her functions as
a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are
not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the
psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and
maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more
than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of
confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party
Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or
other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or
effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code.

(See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability,
relocation, or retirement or by the client’s/patient’s relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements
5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists’ Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work
(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists’ withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client’s/patient’s emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists’ fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related
counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students’ academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants’ rights. They provide opportunity for the prospective participants to ask questions and receive
answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants’ employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study’s significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.
(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal’s life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another’s work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student’s doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.
(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual’s language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term test data refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists’ notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a
client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term test materials refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of
therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist’s role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client’s/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client’s/patient's personal history; (5) the client’s/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)
10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site, http://www.apa.org/ethics. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:


Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

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