UNIVERSITY OF OREGON
Department of Counseling Psychology and Human Services
COLLEGE OF EDUCATION

Prevention Science Master’s Program
(CFHS M.Ed.)

STUDENT HANDBOOK
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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, and the Department of Counseling Psychology and Human Services maintain the right to make changes at any time without prior notice. Students will be made aware of all changes. Students are encouraged to review the Undergraduate/Graduate Catalog (http://uocatalog.uoregon.edu/) 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 & PROGRAM DESCRIPTION

The purpose of the master’s degree in Counseling, Family, and Human Services & Specialization in Prevention Science is to prepare students for professional opportunities and subsequent educational experiences that include: (1) obtaining employment as research and/or administrative personnel in research centers, institutes, and human services organizations engaged in prevention-oriented research, services, and outreach, (2) entry into a doctoral program, and/or (3) entry into a clinically-oriented master’s degree program. Whereas this is not a counselor or therapist training program, and does not lead to therapy licensure eligibility, the training program is structured to enable interested students to become Certified Prevention Specialists (http://www.accbo.com/certifications.php) in the State of Oregon (see Appendix C). For ease of communication, the program is referred to as the “Master’s in Prevention Science.”

Students in the 1-year master’s degree program must all enroll in and complete the graduate specialization in Prevention Science. Consistent with the unifying themes of the field of prevention science and the Department of Counseling Psychology & Human Services’ focus and strengths, the Prevention Science specialization emphasizes research training in a strengths-based approach that aids in identifying and reducing malleable risk factors, enhancing protective factors, and contributing to the evidenced-based practices that promote psychological and public health in children, youth, adults, and families. The curriculum is designed to facilitate students’ developing multicultural competence in research and scientific inquiry, and train prevention scientists who are capable of advancing healthy outcomes across diverse settings. This specialization also provides a forum for other current master’s students (in Couples and Family Therapy) and doctoral students (Counseling Psychology) in the Counseling Psychology and Human Services (CPHS) department to obtain specialized training in prevention science during the course of their other training program experiences.

Once enrolled, Prevention Science master’s students will be assigned to a primary advisor. As part of the training experience, students may join research projects and activities of current faculty within CPSY (Counseling Psychology), SPSY (School Psychology), CFT (Couples & Family Therapy), and other participating faculty members in the Prevention Science Institute. Students will also have the opportunity to work with prevention practitioners and leaders at the university and in the broader community as part of elective prevention science externships.

The program curriculum (described in greater detail below) provides students with unique training opportunities through the year-long CPSY 607 Prevention Science Research Seminar, while integrating the best of other courses and opportunities from the highly ranked University of Oregon’s College of
Education. The curriculum promotes a strengths-based orientation and advocates community involvement in all levels of learning and application. Coursework is provided concurrent with exposure to research in the field. The program requires a minimum of 45 credits leading to a Master’s of Education (M.Ed.) in Counseling, Family and Human Services, with a Specialization in Prevention Science. Prevention science is an emerging field. See Appendix B for the Society for Prevention Research (SPR) Standards of Knowledge for the Science of Prevention that informs our curriculum: https://education.uoregon.edu/sites/default/files/society_for_prevention_research_standards_of_knowledge.pdf.

Department Mission and the Prevention Science Master’s Program

Our ecological orientation and emphasis on contextual considerations, the generation of knowledge, and excellence are enthusiastically supported by our department, the College of Education, and the University of Oregon. In that regard, the University of Oregon mission statement states: The University is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through:

- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university’s mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life

The Department of Counseling Psychology and Human Services reinforces and augments these University aspirations through the Department Mission:

Scientist-Practitioners in the Counseling Psychology and Human Services Department in the College of Education are committed to community-based research and scholarship focused on improving prevention and intervention practice for children, youth, adults, and families. We are committed to training socially-aware and multi-culturally competent researchers and interventionists who, in partnership with their communities, promote social justice, engage in systems change, enhance individual and family well-being through evidence-based practice, and apply behavioral science toward resolving human problems.

Prevention Science Educational Philosophy

Consistent with the Department of Counseling Psychology & Human Services’ focus and strengths in prevention research and practice, the Prevention Science master’s program will emphasize research training in a strengths-based approach that aids in identifying and reducing malleable risk factors, enhancing protective factors, and contributing to the evidenced-based practices that promote psychological and public health. The curriculum is designed to be highly compatible with the State of Oregon’s Certified Prevention Specialist requirements. Together, the program and specialization will facilitate students’ developing multicultural competence in research and scientific inquiry, and train scientists who are capable of advancing healthy outcomes across diverse settings. Consistent with Bronfenbrenner’s (1979) ecological model of human development, and grounded in the knowledge of “what works in prevention” (e.g., Nation et al., 2003), training is infused with attention to the contexts
and systems within which human behavior occurs. Guided by Prilleltensky’s (1994, 1997) critique of psychology, students will be trained in an emancipatory communitarian approach to psychology, challenged to critically assess the unique social, historical, political, and cultural contexts that shape and are shaped by human experience, with particular attention to conditions of social injustice, the reproduction of inequity, and how such conditions influence the health and well-being of communities. Attention to human diversity, multicultural competency development, and advancing social justice is infused throughout the students’ coursework and research training.

1. First, consistent with the unifying themes of prevention science, we emphasize prevention training and a strengths-based approach. Our training spans education and prevention work relevant to children, adolescents, families, and adults within their diverse environments. We emphasize research that aids in the identification and reduction of risk factors, the enhancement of protective factors, and that contributes to the evidence base of practices that promote psychological and public health.

2. Second, we strive to: (a) facilitate students’ conceptualization of science and evidence-based community preventative practice as complementary and interdependent; (b) provide students with training in philosophies of research and scientific inquiry that they can use to advance prevention research in diverse settings; and (c) foster students’ socialization and professional identity development as prevention scientists.

3. Third, consistent with ecological (Bronfenbrenner, 1979) and systems (Bateson et al., 1979; Sexton & Lebow, 2014) models of human development, we infuse training with attention to the contexts and systems within which human behavior occurs. These contexts must be considered if behaviors and community wellness are to be understood. Assessment, prevention, intervention, and research are viewed within the unique social, historical, political, and cultural contexts in which they occur, and students are trained to consider these contextual factors in all aspects of their work. Failure to consider person-system interactions leads to interventions that are inefficient at best and that may be harmful at worst, and leads to research practice and conclusions that is limited in scope and applicability at best and that may be severely misguided and harmful at worst.

4. Fourth, we are guided by Prilleltensky’s (1994, 1997) critique of psychology, and aspire to take an emancipatory communitarian approach to the practice of psychology. This means that as we critically assess the unique social, historical, political, and cultural contexts that shape and are shaped by human endeavors, we pay particular attention to conditions of social injustice, the reproduction of inequity, and how such conditions influence the mental health, the well-being of communities, and how to engage in prevention research. Prevention science and practice can contribute to or can ameliorate these problems, and we consider it our responsibility as community engaged prevention scientists to work toward social justice. We infuse attention to human diversity, multicultural competency development, and advancing social justice throughout students’ coursework, research, and professional opportunities. Scholarship and service activities reflect our focus on prevention practices, diversity, social justice, and the application of science to enhance the well-being of individuals, families, and communities.
Program Goals & Competencies

**Goal #1:** To produce graduates who understand the predictors and processes associated with positive and negative behavioral outcomes in diverse populations;

**Goal #2:** To produce graduates who are knowledgeable about preventive interventions and their design, implementation, evaluation, and dissemination in diverse settings;

**Goal #3:** To produce graduates who are committed to multicultural competence, social justice, and enhancing human welfare in prevention science and practice;

**Goal #4:** To produce graduates who identify as prevention scientists, and understand the standards of knowledge for the science of prevention, including a strong commitment to ethical practice;

**Goal #5:** To produce graduates who have developed an understanding of research design and methods, apply them effectively in prevention research, and critically evaluate their own research activity.

Learning objectives for the Prevention Science master’s program will focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- **Competency 1:** Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral outcomes across the lifespan.
- **Competency 2:** Students demonstrate knowledge of theories related to development and human behavior that describe processes and mechanism through which risk and protective factors are related to positive and negative health outcomes.
- **Competency 3:** Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.
- **Competency 4:** Students demonstrate skill in developing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.
- **Competency 5:** Students demonstrate understanding of developmental, ecological, and systems perspectives and models in research conceptualization, design, and critique.
- **Competency 6:** Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.
- **Competency 7:** Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research activities.
- **Competency 8:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.
- **Competency 9:** Students recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.
- **Competency 10:** Students demonstrate competence in basic research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science.
- **Competency 11:** Students demonstrate skills in research methods appropriate to conducting their master’s capstone projects.
- **Competency 12:** Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.
- **Competency 13:** Students perform activities consistent with those identified as best standards of professional practice in prevention (i.e., the Society for Prevention Research Standards of Knowledge for the Science of Prevention).
• **Competency 14:** Students demonstrate knowledge of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

• **Competency 15:** Students demonstrate basic knowledge of the history and professional identity of prevention scientists.

• **Competency 16:** Students affiliate with and/or involve themselves in organizations and/or activities related to prevention science (such as the Society for Prevention Research, the Society for Research on Adolescents, the Society for Research on Child Development, the International Society for Prevention of Child Abuse and Neglect, etc.).

• **Competency 17:** Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.

• **Competency 18:** Students demonstrate the ability to collaborate in the activities of research, scholarship, and prevention practice.

• **Competency 19:** Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.

• **Competency 20:** Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their prevention research and practice activities.

• **Competency 21:** Students are responsive to feedback from faculty, supervisors, and peers.

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**ACADEMIC POLICIES**

**Request for Accommodation**
If you have a documented disability and anticipate needing accommodations, please request that the Counselor for Students with Disabilities at the Accessible Education Center (541-346-3211) send a letter verifying your disability. Disabilities may include but are not limited to neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities.

**Continuous Enrollment**
Unless on-leave status has been approved, a student enrolled in an advanced degree or graduate certificate program must attend the university continuously until all program requirements have been completed. The student must register for 3 graduate credits each term, excluding summer session, to be continuously enrolled.

To receive a graduate degree, a continuously enrolled student must have completed, at the time of graduation, all requirements described in the department and Graduate School sections of the catalog in effect when the student was first admitted and enrolled at the University of Oregon. All students must be enrolled for a minimum of 3 credit hours in the term they plan to graduate, including summer term.

A student who has not maintained continuous enrollment is subject to the requirements described in the department and Graduate School sections of the catalog in effect the first term the student was readmitted by the Graduate School and reenrolled at the University of Oregon.
**On-Leave Status**
A graduate student interrupting a study program for one or more terms, excluding summer session, must register for on-leave status to ensure a place in the program upon return. Only graduate students in good standing are eligible.

The Graduate School must receive the application by the last registration day in that term, as noted in the schedule of classes. On-leave status is granted for a specified time period that may not exceed three academic terms, excluding summer session. Students with on-leave status need not pay fees. However, students must register and pay fees if they will be using university facilities or faculty or staff services during that term. Students are advised to work with their faculty advisor when considering taking leave. Please refer to the University of Oregon Catalog for additional information.

**Transferred Credit**
Masters students may request a waiver to substitute previous graduate level coursework for required program courses. Graduate credits earned may be counted toward the CFHS degree under the following conditions: (a) Total transferred credits may not exceed 15 credits in the master’s degree program, (b) The courses must be relevant to the degree program as a whole and taken at the graduate level, (c) The student’s program faculty and the Graduate School must approve the transfer, (d) The grades earned must be A+, A, A-, B+, B, or P, (e) The courses may not have been used to satisfy the requirements for another degree. To waive a course, a student prepares a petition that includes (a) a brief statement listing the course(s) asking to be waived; (b) the instructor's signature for the course, indicating that the instructor approves of the course(s) waiver; (c) the program director's signature; and (d) the syllabus of the course(s) already taken that covers the required course content. To ensure consistency in waiver decisions, petitions are discussed between the program director and core faculty. Faculty consider the extent to which prior coursework adequately covers the content area. Courses for which a grade of C or lower was earned cannot be waived. Courses taken more than 5 years ago cannot be used as a substitute. Graduate level ethics courses will not be approved for waiving unless the course was taken within the past 2 years. Students may transfer graduate credits that were not earned toward an awarded degree.

Transferred credits are not used in computing the UO cumulative grade point average. A Graduate School Request for Transfer of Credit form must be completed the first term of enrollment. General University transfer credit information may be found at [http://admissions.uoregon.edu/apply/tequiv.htm](http://admissions.uoregon.edu/apply/tequiv.htm) and Graduate School transfer credit information may be found at [http://gradschool.uoregon.edu/policies-procedures/masters/transfer](http://gradschool.uoregon.edu/policies-procedures/masters/transfer).

**Grade Requirements**
In order to maintain academic standing as a graduate student, all students must meet the requirements specified by the Graduate School, the College of Education, and the Prevention Science Master’s Program.

All CPHS graduate students must maintain at least a 3.0 grade point average (GPA) in graduate courses taken in their Program. Any program-required course with a C+ or lower earned grade must be retaken until a B- or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned.

A GPA below 3.00 at any time during a graduate student’s 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 the student’s home department, may drop the student from the Graduate School, thus terminating the student from enrollment in the degree program.

An incomplete (I) may be awarded if the student has completed the majority of coursework as specified
in the syllabus, the work turned in is designated B- or above, and the instructor approves the (I). Graduate students must convert a graduate course incomplete into a passing grade within one calendar year of the assignment of the incomplete. Students may request more time for the removal of the incomplete by submitting a petition to the Dean of the Graduate School.

**Laptops and Cell Phones**
Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill child), and need to be on standby for a possible cell phone call, please set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop internet surfing is prohibited during class.

**Children/Guests in the Classroom**
The faculty wishes to create a supportive classroom environment inclusive of all students, in keeping with the mission of our program. We understand the multiple and competing demands of graduate study and, concurrently, the challenges of balancing personal and professional lives. We realize that unexpected circumstances emerge.

The classroom environment in the program is not always intended for children or guests. The sensitive and confidential nature of some course content is not always appropriate and, out of respect for the other students in the class, the policy is that anyone wishing to bring a child or guest to class must ask the instructor at least 24 hours prior to the class. The course instructor may use their discretion as to whether they believe it is appropriate for the child or guest to attend the class.

Please note: If the instructor allows a child to attend class, the caregiver is fully responsible for the child's conduct and safety. If the child's presence becomes distracting at any time, to either the instructor or the other students, the parent may be asked to remove the child from the classroom.

**Advising**
The Prevention Science program respects and adheres to the COE Advising Policy (Appendix A). When students are first admitted into the Program, they are assigned to a faculty advisor. The faculty advisors works with advisees to oversee their academic progress and professional development throughout their graduate study. The year-long seminar meetings will afford students opportunities for regular advising and support. During the first term, each student is required to meet with their advisor in order to facilitate their transition to the program, to initiate their Program Plan, review their academic and professional backgrounds, and to meet any specific needs regarding class schedule or support services.

The College of Education Academic Policies and Procedures Handbook outlines the following student and faculty responsibilities for advising:
Minimum student responsibilities include:

- Complete the Program Plan
- Preparing for advising meeting by developing questions and/or documents for review
- Initiating an advising meeting fall and spring terms to review progress
- Following through on assigned tasks

Minimum advisor responsibilities include:

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

Students are required to meet with their advisor in the fall and winter terms. Fall term meetings may be conducted in a dedicated seminar for the purpose of reviewing student program plans. Students are required to contact their advisor no later than the fifth week of winter term to schedule an advising meeting prior to the end of winter term.

HEDCO

The HEDCO building was completed in spring of 2009. The Prevention Science graduate students share Suite 240 with the Counseling Psychology program, Couple & Family Therapy program and Communication Disorders & Sciences programs. This area includes faculty offices, program support staff areas, meeting rooms, student spaces, a faculty/staff kitchen and a student kitchen (with microwave, sink, and small fridge), faculty mailboxes (room 242), student mailboxes (265), and the Robin Jaqua Archetypal Library (240). Graduate students have access to the suite at all times once they submit their UID Prox number to the Academic Coordinator. The Prox card can be used to enter through the main front doors on the east side of the building or the south side entrance by the clinic, stairs and elevators. With this access, students are expected to act responsibly, respecting security and maintaining a clean shared space. If you find that your Prox card is not working, send the Academic Coordinator an email stating which door you tried to enter and your Prox card number (last five digits on the back side of the card).

Students may reserve meeting spaces in HEDCO 240, 244, 258, 271, or 272. Send an email to cphsstudent@uoregon.edu with the following information:

- Day of the week (Monday, Tuesday, etc.)
- Date (e.g. September 22)
- Start time
- End time
- Number of people
- Event title (e.g. PrevSci research meeting, PrevSci student work group meeting, PrevSci study session, etc.)
- Contact person and email
- Room preference if there is one

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

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

Student Academic Services (SAS) is another resource located in HEDCO, Suite 130. For graduate students, they offer information on university policies and procedures, tutoring services for writing (drop-in and appointment), and a variety of workshops including APA Writing and SDAC (Student Diversity) events (https://education.uoregon.edu/sas-workshops).

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

Remediation
A need for remediation typically occurs when a student experiences difficulty in one or more of the following areas: (1) behavioral; (2) academic; and (3) legal/ethical (COE Academic Policies and Procedure Handbook, September 2005).

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, and other situations that affect the student’s ability to be a successful student.

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, and university procedures.

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 state laws that demonstrate the student does not meet professional standards for conduct.

Remediation is designed to assist students by providing (1) early identification of a problem area(s) and (2) establishing a working plan for problem correction. The remediation plan affords students an opportunity to correct problems and to move toward successful program completion. In some situations, however, remediation may not be possible (e.g., serious ethical breech). Therefore, the remediation policy does not “obligate program faculty to follow or provide specific procedures or activities since each situation is unique and efforts and decisions must be individually tailored to the student’s situation” (COE APPH, A-25).

The guidelines for remediation, which emphasize prevention, early intervention, and cooperative remediation planning, are as follows:

1. The Prevention Science core faculty will provide a description of the criteria for successful program completion. These criteria are outlined in course and research seminar syllabi. Students are obligated to conduct themselves in a manner consistent with the applicable American Psychological Association Code of Professional Ethics (http://www.apa.org/ethics/code/index.aspx).

2. Relevant and high admission and retention standards.
3. Early screening procedures to assure admitted students have the necessary skills to succeed. Program students are required to meet with their faculty advisor once per term, and more frequently when useful. It is the student’s responsibility to initiate per term meetings with his/her faculty advisor. It is the faculty advisor’s responsibility to be reasonably available for these regular meetings. Moreover, students are encouraged to inform their faculty advisor about any needs for accommodation. It is the student’s responsibility to initiate contact with program faculty about his/her need for accommodation. Generally, the ongoing prevention research seminar is the setting in which students will have consistent and clear contact with your faculty advisor.

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. In that regard, when a problem area is identified, the faculty advisor will bring his/her concerns and observations to the full Prevention Science faculty. When appropriate, several remediation ideas will be discussed, and then brought to the student in a meeting between the student and advisor or, when useful, the entire Prevention Science faculty or other combination of faculty/administrative personnel. A remediation plan is developed in that meeting or shortly thereafter, including identification of problem area(s), tasks for problem resolution, criteria for problem resolution, and a timeline for review and completion. These conditions are documented in writing and placed in the student’s academic file. Failure to comply with any prescribed remedial action may result in disciplinary action, including dismissal from the degree program.

As stated in the College of Education Academic Policies and Procedure Handbook (September, 2005), when serious deficiencies are noted, students are notified in writing by the appropriate faculty member with a copy of the letter to the program director and department head. Similarly, when serious deficiencies are noted in externships or independent research courses, regardless of the time during the term, course supervisors, in collaboration with the Program Director, will prepare a letter for the student with a copy to the Department Head. The letter will include:

- A description of the issues to be addressed
- A plan for addressing each issue
- A description of any previous efforts to address or prevent each issue
- Criteria for determining the issues have been remedied or resolved, and
- A timeline for review.

The program 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. Additional remediation strategies might include completion of additional supervision time, transfer to another research or externship site, or leave of absence from the course and/or degree program. When this process results in a decision to terminate a student from their program, the Department Head will forward a letter to that effect through the Program Director to the Director of Academic Supports and Student Services who will forward it to the appropriate university office. Once a student has been dismissed from the program the only option for possible readmission is to reapply.

**General Remedial Procedures**

Due process is utilized in resolving concerns about a student’s behavioral, academic, or ethical performance. The faculty will follow the general procedure outlined below:

1. Review the concerns regarding the student.
2. Request and receive, where appropriate, further written evaluations from faculty and supervisors.

3. Convene, when necessary, a meeting with the student in order that the faculty and student may share concerns and arrive at a specific program of remediation.

4. Review the student’s standing, making a recommendation that the standing be maintained or changed. The student will be notified in writing of this recommendation.

5. Notification of recommendation to the student, should remedial action be deemed appropriate, including possible probation, dismissal or a leave of absence. Specific expectations that the student must meet before the student is reconsidered for reinstatement to full status in the program will be clearly outlined in the letter.

6. Determine the nature, type, and frequency of subsequent reviews.

7. If the student, having notification of the faculty’s recommendations, believes the procedure unjust or this decision unfair, or that new information could lead to a different decision, they may present an appeal in writing to the faculty and addressed to the program director, with a copy to the department head of the Counseling Psychology and Human Services Department.

8. The student may not be deprived of the right to pursue their education and training during the process of evaluation or appeal, unless the physical or emotional safety of the student and/or their students or clients or research participants, etc. is involved. If a student is to be suspended from participation in training, he or she must be notified in writing. The letter will state the time frames and limits of the temporary suspension, and its rationale. A copy of the letter is to be maintained in the student’s permanent file.

9. Once a student has been dismissed from the program the only option for possible readmission is to reapply.

All College of Education and university policies and procedures regarding student grievance rights apply throughout the review and remediation process described here.

**Criminal Background Checks (updated 8/2013)**
As stated in your acceptance letter, the College of Education and the Prevention Science program both have policies requiring all incoming students to complete a background check. This clearance will allow you access to research and community sites, and receipt of the background check results will be required for continuing in the research seminar series.

Please make arrangements to have your fingerprints taken as soon as possible, as results can take anywhere from 2-13 weeks. If you are an Oregon State resident (lived in Oregon for at least one year) you can receive your verification through the Oregon State Police. If you are from out-of-state, you will need to complete a Federal Bureau of Investigation (FBI) records check. The background checks utilize a set of legible fingerprints for identification. Students must submit the appropriate background check results to the Academic Coordinator as soon as possible. If you are interested in more detailed information about the COE Background Check policy, visit [http://education.uoregon.edu/academics/coe-id-badge](http://education.uoregon.edu/academics/coe-id-badge).
Once you receive your report, please provide this to the Program Academic Coordinator for your student file. If you have already obtained a background check within 1 calendar year of the start of the program (September 30, 2013), you do not need to obtain a new one, but you must provide a copy of the existing one.

Please review the attached directions for assistance on how to obtain your criminal history background check. There is an attachment for Oregon Residents and an attachment for Non-Oregon Residents. International students may wait until they are in the United State to start the process.

**Oregon Residents Only**

**Oregon State Police Criminal History Record Check/Fingerprinting Information:**

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 a properly rolled set of your fingerprints using the blue applicant fingerprint card (FD258). Fingerprint may be obtained at an Oregon State Police office or an Oregon Sheriff’s station. The cost for this service is usually $20.00 per card.

2. Mail the following to the address below:
   a. fingerprint card
   b. completed Copy of Own Record Request Form --You do not need a notarized copy!
   c. $33.00 check or money order payable to Oregon State Police

   Oregon State Police  
   Identification Services Station  
   Unit 11  
   P.O. Box 4395  
   Portland, OR 97208-4395

3. Results should arrive in 7-10 business days. Results can only be mailed to the requester. Please bring your results to the Academic Coordinator (the fingerprint cards will not be sent to our office).
Non-Oregon Residents Only

FBI Background Check/Fingerprinting Information:

1. Have your fingerprints taken at a local law enforcement agency (State Police or State Sheriff’s Office). The fingerprint card is usually $15.00-$20.00. Both ink and live scan fingerprints are acceptable. Check with the agency to find out what types of payment they accept.

2. TO OBTAIN A COPY OF YOUR FBI RECORD:

   A. Complete the Applicant Information Form (https://forms.fbi.gov/identity-history-summary-checks-review/q384893984839334.pdf). The form must be filled in completely or your request will be denied.

   B. The fee of $18.00 may be paid by credit card (using the form at http://www.fbi.gov/about-us/cjis/criminal-history-summary-checks/credit-card-payment-form) or may be payable to the Treasury of the US with a certified check or postal money order (NO PERSONAL CHECKS). Any other forms of payment will be returned unprocessed.

   C. Mail your completed form, payment, and original fingerprint card to the FBI:

      FBI–CJIS DIVISION – Summary Request
      1000 CUSTER HOLLOW RD
      CLARKSBURG, WV 26306

      Turn-around time is 10-12 weeks. For more info, call (304) 625-5590, or go to http://www.fbi.gov/about-us/cjis/criminal-history-summary-checks/submitting-a-criminal-history-summary-request-to-the-fbi.

3. Your fingerprint card will NOT be returned to you. When you receive the results (Either - No Record Response - OR - an FBI Identification Record) have been returned to you, please bring them to the Academic Coordinator (the results cannot be sent to our office).
COPY OF OWN RECORD REQUEST
(revised 4/17/08)

This Oregon State Police 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) $___33.00___

PLEASE NOTARIZE RESPONSE ($5.00 per copy) $___N/A___

TOTAL INCLUDED $___33.00___

**Your fingerprint card will be returned with your response.
Defining Social Justice
It is difficult to define one concept of diversity that will fit with every situation and context. It is the expectation of the program that as we learn and develop, we will revise and redefine our concept of diversity. Diversity reflects understanding of human differences and recognizing privilege and power that contribute to oppression. Social Justice refers to this knowledge and awareness, and includes the imperative to act and behave in a manner that not only reduces injustice but actively attempts to change the social conditions and environments in which injustice and inequity occurs.

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well-being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this program will explore these differences in safe, positive, and supportive environments. Some of the readings you encounter in the program classes do not adequately address diversity and social justice issues, but faculty in this program attempt to integrate and include attention to human diversity, knowledge of sociocultural and ethnocultural group experiences, and social justice action as much as possible throughout courses and field experiences. Prevention science and practice is fundamental to creating a more just, equitable, and humane society.

More specific related to policy, the University of Oregon supports and values diversity. In order to do this effectively requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university

Diversity statement
The Prevention Science program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual, as well as collective self-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and respect of diversity across the CFHS program. We seek specific forms of reflection and action (praxis) that supports both social change (social injustices) and professional change (critical reflection and action about our professions’ contributions to oppression and inequity). This can only happen if we continue to reflect on how our cultural and socio-economic backgrounds and diverse life experiences influence our work. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, strive toward competency in fully respecting all people.
COURSEWORK

LIST OF REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 607</td>
<td>Prevention Science Seminar</td>
<td>6</td>
</tr>
<tr>
<td>CPSY 610</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 621</td>
<td>Lifespan Developmental Psych</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 610</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 643</td>
<td>Community &amp; Preventive Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 615</td>
<td>Counseling Diverse Populations</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(or CPSY 626 Psych Latino Services)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(or EDLD 610 Culturally-adapted interventions)</td>
<td></td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Educational Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Applied Statistical Design &amp; Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SAPP 508</td>
<td>Prevention Ethics</td>
<td>1</td>
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Electives: 14

Total credits required for graduation: 45

LIST OF EXAMPLE ELECTIVES

<table>
<thead>
<tr>
<th>Course Num</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 614</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 601</td>
<td>Research (Prevention Science Research)</td>
<td>(1-3)</td>
</tr>
<tr>
<td>CPSY 606</td>
<td>Prevention Field Studies (CPS related)</td>
<td>(1-3)</td>
</tr>
<tr>
<td></td>
<td>(e.g. Lane Co; UO Student Life, etc.)</td>
<td></td>
</tr>
<tr>
<td>EDUC 630</td>
<td>Qualitative Methods I</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 642</td>
<td>Multiple Regression</td>
<td>4</td>
</tr>
<tr>
<td>SAPP 507</td>
<td>Community Organizing (CPS required)</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 610</td>
<td>Psychological Services for Latino/a Families</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 614</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 644</td>
<td>Applied Multivariate Stats</td>
<td>4</td>
</tr>
<tr>
<td>EDST 670</td>
<td>Philosophy of Research</td>
<td>4</td>
</tr>
<tr>
<td>SAPP 507</td>
<td>AOD Pharmacology (CPS required)</td>
<td>3</td>
</tr>
<tr>
<td>SAPP 507</td>
<td>AOD Prevention (CPS required)</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 610</td>
<td>Culturally Adapted Evidence Based Interventions</td>
<td>4</td>
</tr>
<tr>
<td>SPSY 650</td>
<td>Developmental Psychopathology</td>
<td>4</td>
</tr>
<tr>
<td>CPSY 508</td>
<td>Psychological Trauma &amp; Resilience</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 605</td>
<td>History and Systems in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 610</td>
<td>Social Aspect of Behavior</td>
<td>4-5</td>
</tr>
<tr>
<td>CPSY 617</td>
<td>Theories of Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>

** Students must receive advisor approval to take classes outside of the regular program plan. **
Course Descriptions

**CPSY 601 Research** (variable credits) Research credits may be taken for independent study in the area of prevention science with approval from the instructor. Pre-authorization is required in order to register for Research credits. The student should forward the instructor’s email permitting registration for the Research credits to the Academic Coordinator who will clear the student to register. The student must still register and set the number of appropriate credits for the course. The title, as it will appear on your transcripts, will be Res Prevention Science unless otherwise instructed.

**CPSY 607 Prevention Science Research Seminar** (6) Professional development, research self-efficacy and skill development, advising, and supervision. Includes completing a Capstone project for the degree.

**CPSY 610 Research Design** (3) Survey of methods used in social science research, with a focus on quantitative research methods. The role of systematic approaches to research in social science is considered, and an overview of multiple ways of conducting research is provided.

**CPSY 610: Health Psychology** (3) Focuses on patterns of health and illness and preventive intervention.

**CPSY 615 Counseling Diverse Populations** (4) Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society.

**CPSY 621 Lifespan Developmental Psychology** (3) This course focuses on topics of development across the life span to better understand continuity and change in human development and the ways in which the development of children, adolescents, and adults can be enhanced.

**CPSY 643: Community/Preventive Interventions** (3) Research and practice in community intervention designed to prevent mental and physical health problems. Includes health promotion, work-site interventions, school and community prevention programs.

**EDUC 614 Educational Statistics** (4) Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, t-tests, correlation, chi-square tests, power, effect size.

**EDUC 640 Applied Statistical Design & Analysis** (4) Analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs.

**SAPP 508 Prevention Ethics** (1) Ethical, legal and practical issues related to prevention practice.
Program Progression

**CFHS Prevention Science: 2014-15 Program Progression**

### FALL 2014

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 607</td>
<td>Prevention Science Research Seminar</td>
<td>2</td>
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<tr>
<td>CPSY 610</td>
<td>Research Design</td>
<td>3</td>
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<tr>
<td>CPSY 621</td>
<td>Lifespan Development Psychology</td>
<td>3</td>
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<td>CPSY 610</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 643</td>
<td>Community &amp; Preventive Interventions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**Electives*  
CPSY 601 Research (Prevention Science Research) (1-3)  
CPSY 606 Prevention Field Studies *(CPS related)* (e.g. Lane Co; UO Student Life, etc.) (1-3)  
EDUC 630 Qualitative Methods I 4  
EDUC 642 Multiple Regression 4

### WINTER 2015

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 607</td>
<td>Prevention Science Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 615</td>
<td>Counseling Diverse Populations <em>(or alternates)</em></td>
<td>4</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Educational Statistics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Electives*  
CPSY 601 Research (Prevention Science Research) (1-3)  
CPSY 606 Prevention Field Studies *(CPS related)* (e.g. Lane Co; UO Student Life, etc.) (1-3)  
SAPP 507 Community Organizing *(CPS required)* 2  
CPSY 610 Psychological Services for Latino/a Families 2  
CPSY 614 Theories of Counseling 3  
EDUC 644 Applied Multivariate Stats 4  
EDST 670 Philosophy of Research 4

### SPRING 2015

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 607</td>
<td>Prevention Science Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>Applied Statistical Design &amp; Analysis</td>
<td>4</td>
</tr>
<tr>
<td>SAPP 508</td>
<td>Prevention Ethics <em>(CPS required)</em></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong></td>
<td><strong>7</strong></td>
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</tbody>
</table>

**Electives*  
CPSY 601 Research (Prevention Science Research) (1-3)  
CPSY 606 Prevention Field Studies *(CPS related)* (e.g. Lane Co; UO Student Life, etc.) (1-3)  
SAPP 507 AOD Pharmacology *(CPS required)* 3  
SAPP 507 AOD Prevention *(CPS required)* 3  
EDLD 610 Culturally Adapted Evidence Based Interventions *(or WINTER CPSY 615 course)* 4  
SPSY 650 Developmental Psychopathology 4  
CPSY 508 Psychological Trauma & Resilience 3  
CPSY 605 History and Systems in Psychology 3  
CPSY 610 Social Aspect of Behavior 4-5  
CPSY 617 Theories of Career Development 3
Graduation Requirements and Process

In order to graduate, students must fulfill all the requirements of the Graduate School and the Prevention Science program and be currently registered for the minimum of 3 credit hours in the term of graduation. An Application for Advanced Degree form must be submitted to the Graduate School, http://gradschool.uoregon.edu/node/152, by the 2nd week of the term of intended graduation (i.e., Spring term for full-time students).

In addition, your Program Plan should be updated and complete, submitted to the Program Director, and:

- Enrolled for at least credit hours
- Removal of any Incompletes (either supplemental grade report or petition for removal)
- Any transfer credits must have been submitted and accepted the first term of study
- 45 hours of required coursework
- GPA of 3.0

In order to complete the graduate specialization in Prevention Science, students must also fulfill the requirements for the specialization:

- 20 hours of required PrevSci coursework
PROFESSIONAL CONDUCT

Code of Professional Ethics

All students are responsible to read the American Psychological Association Code of Professional Ethics (http://www.apa.org/ethics/code/index.aspx), and be thoroughly familiar with its contents. A violation of the Code of Ethics is considered very serious and automatically results in a review of the student’s status by the core program faculty and may result in dismissal. Students are also required to comply with the U of O “Student Conduct Code” found in the class schedule and online at http://studentlife.uoregon.edu/judicial/conduct/code.htm.

Professional Conduct Assumptions and Guidelines

- The students, faculty and staff in the Prevention Science program will promote cooperation rather than competition.
- The students, faculty and staff in the Prevention Science program will strive to encourage others.
- The students, faculty and staff in the Prevention Science program will recognize and respect that all individuals have different needs, talents, and areas for growth. However, all students enrolled in the program have met the qualifications for the program.
- The students, faculty and staff in the Prevention Science program will seek to make communication respectful.
- The students, faculty and staff in the Prevention Science program will resolve to handle conflict in ways that lead to trust and cooperation and will attempt to resolve conflict in a mutually acceptable manner.
- The students, faculty and staff in the Prevention Science program will resolve to support each other’s growth by sensitively drawing attention to subtle inappropriate behavior that originates in discrimination, and to challenge each other’s attitudes in a spirit of growth.
- The students, faculty and staff in the Prevention Science program will generalize their therapeutic ethical practices to their personal and professional interactions.
- It is considered inappropriate, and in some situations even unethical, to circulate unsubstantiated, negative remarks regarding graduate students and faculty. Concerns regarding the professional practice of colleagues should first be broached with the colleague in question. It is the responsibility of students who hear unsubstantiated remarks, to notify the speaker that such statements are inappropriate and that rumor spreading is harmful to the learning environment.
- Respect the confidentiality of colleagues by protecting both professional (e.g. grades) and personal information shared within the context of this program. Individuals will refrain from disclosing or discussing information about students or faculty without their knowledge or permission.

All students are to be familiar with and follow the University of Oregon Student Conduct Code. Refer to the Schedule of Classes or the UO website (http://studentlife.uoregon.edu/judicial/conduct/code.htm) for details.

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. In these cases, students are encouraged to seek a third party to act as a mediator; however, 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, 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:

1. Talk with the individual causing the problem or with that person’s supervisor.
2. Request mediation through an available campus mediation program.
3. 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 below.

**College of Education Grievance Procedure**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student registered as a student in a College of Education program and must follow the procedural requirements outlined in OAR 571-03-110 and 115 (http://education.uoregon.edu/feature.htm?id=399).

Steps in the procedure are outlined below. They are designed for use by an individual student, or a group of students who join together to submit a collective or class grievance.

**Step 1.**
The student(s) will attempt to resolve any disagreement or grievance with the faculty or staff member in question. Students are encouraged to discuss their concern with their faculty adviser. If the concern involves the faculty adviser, students may consult with another member of the program faculty and/or appeal to the next logical level of authority. If the concern is not resolved to the student(s)’ satisfaction within three academic calendar weeks of initial contact with the faculty or staff member, the student(s) may proceed to Step 2 of this procedure.

**Step 2.**
The Step 2 appeal will be the next logical level of authority within the area in which the student(s) course or program resides, or in which the faculty or staff member being grieved against holds appointment. This would be the “major director,” “area head,” or similar title, depending upon the administrative organization of the area. In the event of different interpretations of what constitutes the next appropriate level of administrative review, the Dean of the College of Education will rule on the definition of Step 2 administrators for the particular grievance. Administrators who are party to the grievance will not be part of the review process; in the event of such an occurrence, the grievance will move to the next logical level of review as determined by the Dean of the College of Education.

The student(s) will submit a written statement describing the basis for the grievance, how they have been wronged, and the attempt/s made to date to resolve the grievance with the faculty or staff member. The written statement should be submitted along with available supporting evidence (e.g., a course syllabus, test, term paper) to the designated Step 2 administrator.

The faculty or staff member grieved against will be notified of the grievance within two weeks of the regular academic calendar of its submission to the Step 2 administrator, and will be given a copy of the grievance statement and any supporting evidence. Within three academic calendar weeks of being
informed, the faculty or staff member will submit a written statement of facts and any supporting evidence concerning the student(s) grievance to the Step 2 administrator. A copy of this written statement and any supporting evidence will be given to the student(s) within one week of its receipt.

Within three academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of his/her decision. The Step 2 administrator may seek additional evidence or consultation during this review period. Step 2 should be completed in four academic calendar weeks, beginning with the day that the student(s) submitted a grievance statement to the Step 2 administrator. With concurrence of both parties of the grievance the time period could be extended.

Step 3.
If the Step 2 administrator sustains the faculty or staff member’s position and the student(s) decides to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. This would most often be the Associate Dean for Academic Programs, but will be defined in terms of the earlier definition of the appropriate Step 2 administrator. The Dean of the College of Education will rule on the appropriate reviewer in the cases of disagreement.

If the Step 2 administrator sustains the student(s)’ position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review in the College of Education. In either event, the appeal must be made within two academic calendar weeks of the Step 2 decision.

Upon receipt of an appeal from either party, the Step 3 administrator shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of his/her decision within two academic calendar weeks of receipt of the appeal. The Step 3 administrator may seek additional evidence and/or consultation as deemed appropriate.

Step 3 should be completed within two academic calendar weeks, beginning with the day either the student(s) or faculty/staff member requests a review from the Step 3 administrator.

Step 4.
If the student(s) is dissatisfied with the Step 3 decision, he/she may ask for review by the Dean of the College of Education, if the Dean has not already been included in Step 2 or Step 3 review, and is not a party to the grievance. The Dean may choose to convene a panel to review the grievance, or may seek additional evidence or consultation as the Dean deems appropriate. The Dean may also choose to refer the grievance appeal to an appropriate University grievance committee.

Step 5.
If the student(s) is dissatisfied with the Step 4 decision, he/she may take the grievance to an appropriate University committee (listed below).

Grades. If the grievance pertains to a disputed grade, the student(s) may talk with a member of the Office of Academic Advising and Student Services (164 Oregon Hall, 6-3211) about appropriate petitioning procedures.

Faculty/Staff. If the grievance pertains to some other aspect of faculty or staff responsibilities, the student may contact a member of the Student-Faculty Committee on Grievances. Five faculty members and five students are on the committee. Faculty committee members are listed in the
back of the University of Oregon Faculty-Staff telephone directory. Procedures used by the Student-Faculty Grievance Committee to settle grievances include informal consultation and formal investigation. If the Committee is unable to resolve the complaint or grievance in a manner that is acceptable to the persons concerned, the Committee will prepare a report of its findings and recommendations will be forwarded to the President of the University.

**Discrimination.** If any student enrolled in the College of Education or in a College of Education course believes he/she has been discriminated against on the basis of age, sex, race, marital status, religion, handicap, or national origin, she/he may contact the appropriate college affirmative action liaison officer, the Dean of the College of Education, or may take the grievance directly to the University Office of Affirmative Action.

If students are unsure as to which of the above grievance procedures to use, they may talk with any staff member in the Office of Academic Support and Student Services.
APPENDIX A

College of Education Advising Policy

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

Principle #1: Each academic program must have a program handbook and organize an orientation for all incoming students to the program.

A program handbook should include, but not limited to, clearly defined and detailed program description, program structure, program requirements, new student information, student responsibilities, faculty responsibilities, rules and expectations, graduate school requirements, program calendars and deadlines. The handbook also should include links to grievance policies, other resources, and resources available to students.

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

Principle #2: Each academic program should establish and affirm the advisor-advisee relationship to assist students to complete their program of study in an efficient and progressive manner.

The advisor-advisee relationship is critical to the student’s academic success and thus it is the primary responsibility of the faculty member, and as appropriate the academic program’s administrative staff, to foster a positive and supportive advising relationship with students. The faculty and staff should strive to guide each student to succeed in their respective academic program, including career guidance and development.

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

Principle #3: Students have important responsibilities in the advisor-advisee relationship.

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

Principle #4: The advisor-advisee relationship is based on clear, respectful, and open communication that values each student’s unique background and characteristics.

The advising relationship is based on clear communication between faculty, staff members and the student to ensure that (a) the basic requirements for progressing and ultimately completing the program successfully are communicated in a timely way and (b) where possible, curricular choices available to the student are discussed and considered. Faculty and staff members should take into consideration each student’s unique background that may affect the way suggestions are offered, or concerns are voiced.
Principle 5: The advisor and advisee should meet regularly to ensure that the student’s progress is monitored and directed toward completion.

The advisor and student should meet at regular and benchmark points throughout the program of study and each meeting should be structured to address critical decisions; e.g., upcoming deadlines, classes to be taken, application procedures, research considerations, graduation requirements etc. As needed, changes in a plan of study should be documented immediately after the meeting and filed with the academic program’s administrative staff.

Principle #6: The advisor-advisee relationship will vary by academic program.

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

Principle #7: Students are likely to establish academic relationships with other faculty.

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

Principle #8: Administrative procedures for appeals and grievances should be part of each program’s student handbook and stated in a way so as to be clear and simple to follow.

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

Principle #9: Where appropriate, each student should develop their program plan according to their respective program’s guidelines as early in the academic experience as possible.

In some programs and degree options, students establish a program committee with whom they develop a program plan, which details the plan of study addressing program requirements and, where appropriate, student preferences. This program plan is a written agreement between the student and the college that details the program of study leading to the specific degree.

Principle #10 (for doctoral students or advanced graduate students): Doctoral students or advanced graduate students have opportunities to engage in research, program evaluation, or other scholarly activities as part of their academic experience.

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

Society for Prevention Research
Standards of knowledge for the Science of Prevention


Developed by a special task force of the Society for Prevention Research, this document articulates a definition of prevention science and specific training needs for future prevention researchers. The work of the Task Group was guided by the question: “In what ways is prevention science different from its roots based in fields of expertise such as epidemiology, psychology, sociology, neuroscience and statistics?”
APPENDIX C

Certified Prevention Specialist (CPS™) Requirements and Application

http://www.accbo.com/certifications.php

☐ 150 Prevention Education Hours, documented
   All education hours must be accredited or approved by a recognized/approved accreditation body. Education hours must include the topical areas of:
   ATOD Pharmacology, ATOD Prevention Education Curriculum trainings or Training of Trainers (TOT), Substance Abuse Prevention Specialist Training (SAPST), Community Mobilization/Coalition Building/Systems Thinking/Planning, general prevention topics, Cultural Competence/Humility, Cultural Competence/Humility, facilitation/presentation skills training, and prevention ethics including confidentiality.

☑ 24 Hours of ATOD Addiction Pharmacology type courses (brain development, underage drinking, marijuana, methamphetamine, opiates, inhalants, alcohol, prescription drugs, etc.)

☑ 24 Hours of ATOD Prevention Education Curriculum trainings or Training of Trainers (TOT) (Strengthening Families, Communities that Care, Project Alert, Selecting an EBP, Question, Persuade, Respond (QPR), etc.)

☑ 18 hours of Substance Abuse Prevention Specialist Training (SAPST)

☑ 20 hours minimum of Community Mobilization/Coalition Building/Systems Thinking/Planning (ex: Communities that Care, Strategic Prevention Framework, etc)

☑ 44 hours of general prevention topics (violence, HIV, teen pregnancy, problem gambling, mental health promotion, underage drinking, suicide prevention, etc.)

☑ 8 hours of Cultural Competence/Awareness

☑ 6 hours of facilitation/presentation skills training

☑ 6 hours prevention ethics, including confidentiality

☐ 2,000 Supervised Experience Hours in the Prevention Domains TM (c. ICRC/AODA)
☐ Verification of 120 hours of supervised experiential learning in the 5 Prevention Performance Domains (minimum 10 hours each domain) with documented evaluation by a Qualified Prevention Supervisor
☐ Letter verifying a minimum of 2 years of sobriety time for those who are recovering from chemical dependence.
☐ Signed and dated Agreement to Ethical Practice Guidelines
☐ National criminal history background check
☐ Prevention Credentialing Examination: Upon submission & approval of a completed application packet, the candidate can register for the CPS professional psychometric national certification exam. The candidate must achieve a passing score on the Prevention Credentialing Examination as established by the International Certification Reciprocity Consortium (ICRC/AODA).

Useful downloads:

THE CPS APPLICATION PACKET (Includes application instructions and required forms)

CPS CERTIFICATION OVERVIEW POWERPOINT

CPS RECERTIFICATION

Certified Prevention Specialist Trainings/Resources for Continue Education Units (CEUs)
APPENDIX D

Inclement Weather Policy

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 both an announcements function and the capacity to send email to all enrolled students; or
- Send an email directly to all students; or
  Utilize the university voicemail greeting system on their office phone to announce the class cancellation.
Mangers’ and Supervisors’ Communication: University managers and supervisors need to prepare for inclement weather in two ways. First, they must notify those employees (if any) who perform essential work of the expectation that they will need to report to work during inclement weather regardless of a university closure and discuss transportation options if that poses difficulties for the employees. Second, they need to prepare for notification by assembling up-to-date home phone lists, assigning calling responsibilities, providing employees with their home phone numbers, and reviewing the process with staff. It is important to respect the confidentiality of employee home phone numbers and to notify student employees as well.

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

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