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

Prevention Science (PREV)
Master’s of Science (M.S.)

STUDENT HANDBOOK
2016-2017

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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. The current program plan is under review at academic affairs. 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 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. The program is not a clinical training program, but is designed to prepare students to go onto training in a wide range of different fields of study upon graduation (e.g., psychology, social work, education).

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 program 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.

Prevention science is a multidisciplinary field, integrating theories and methodologies from the disciplines of public health, human development, education, behavioral science (e.g., psychology, sociology, and developmental neuroscience), economics, evaluation, epidemiology, and public policy and administration. The five primary objectives for the Prevention Science graduate training programs at the University of Oregon are: 1) To produce graduates who can describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based interventions), and implementation practices related to prevention science programs and policies for diverse populations; (2) To produce graduates who understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination, self-evaluation, and rigorous ethical practice; (3) To produce graduates who are committed to multicultural competence, social justice, and enhancing human welfare in their scholarly work related to prevention science; (4) To produce graduates who display professionalism in their relationships with faculty, staff, peers, and community partners in diverse settings; (5) To produce graduates who demonstrate in-depth knowledge in a specialization area of prevention science (e.g., advanced methodology, school-based health, applied developmental neurobiology). The philosophy, training, and coursework of the UO’s Prevention Science Graduate Programs are based on the guidelines provided by the Society for Prevention Research (SPR), which is “an organization dedicated to advancing the scientific investigation of the etiology and prevention of social, physical, mental health, and academic problems and to the translation of that information to promote health and well-being.” Although 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 receive credit for course work necessary to become a Certified Prevention Specialists in the State of Oregon (http://www.accbo.com/certifications.php) (see Appendix C).

Consistent with the unifying themes of the field of prevention science, and the focus and strengths of the Department of Counseling Psychology & Human Services, the Prevention Science graduate programs emphasizes research training in a
strengths-based approach that aids in “identifying malleable risk and protective factors, assessing the efficacy and effectiveness of preventive interventions, and identifying optimal means of dissemination and diffusion” (Society for Prevention Research, 2011). The curriculum is designed to facilitate students’ development of multicultural competence in research and scientific inquiry, and to train prevention scientists who are capable of advancing healthy outcomes across diverse settings.

Once enrolled, 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 the COE (College of Education), Prevention Science Program Affiliated faculty members, and other participating faculty members in the Prevention Science Institute (http://psi.uoregon.edu/). Students will also have the opportunity to work alongside prevention practitioners and leaders at the university and in the broader community as part of elective prevention science externships and research experiences.

The program curriculum (described in greater detail below) provides students with unique training opportunities through the year-long 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 65 credits leading to a Master’s of Science (M.S.) in Prevention Science Program. 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:

Department Mission and the Prevention Science 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 multiculturally competent researchers who, in partnership with their communities, promote social justice, enhance individual and family well-being through the conduct of evidence-based research, and apply behavioral science toward understanding and improving human problems.

Prevention Science Educational Philosophy
The educational and research philosophy of the Prevention Science Program is grounded in four key principles:
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 are limited in scope and applicability at best and that may be severely misguided and harmful at worst.

4. Fourth, guided by the ecological model discussed above, we understand that communities and systems of care are also embedded in cultures. We are committed to training students in models of prevention that are guided by evidenced-based practices and informed by communities and stakeholders, with particular attention to cultural variation and cultural differences in the application of prevention across populations. We infuse attention to human diversity and multicultural competency throughout students’ coursework, research, and professional activities. Scholarship and service activities reflect our focus on prevention practices, diversity, and the application of science to enhance the well-being of individuals, families, and communities.

**Commitment to Diversity**

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 all our programs. 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.

**Program Goals & Competencies**

**Goal #1:** To produce graduates who can describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based interventions), and implementation practices related to prevention science programs and policies for diverse populations;

**Goal #2:** To produce graduates who understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination, self-evaluation,
and rigorous ethical practice;

**Goal #3:** To produce graduates who are committed to multicultural competence and enhancing human welfare in their scholarly work related to prevention science;

**Goal #4:** To produce graduates who display professionalism in their relationships with faculty, staff, peers, and community partners in diverse settings;

**Goal #5:** To produce graduates who demonstrate in-depth knowledge in a specialization area of prevention science (e.g., advanced methodology, school-based health, applied developmental neurobiology).

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

- **Competency 1:** Students can design and carry out research studies that contribute to the literature on risk and protective factors associated with numerous positive and/or negative behavioral health outcomes across the lifespan.
- **Competency 2:** Students can design and carry out research studies grounded in theoretical models of the mechanisms and processes by which risk and protective factors contribute to subsequent positive and negative behavioral health outcomes.
- **Competency 3:** Students can design and carry out research studies that contribute to the evidence base for bi-directional ecological influences on positive and negative human behaviors.
- **Competency 4:** Students can describe the origins, foundations, and standards of prevention science.
- **Competency 5:** Students demonstrate advanced skill in conceptualizing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health outcomes.
- **Competency 6:** Students demonstrate knowledge of evidence-based practices in prevention science and health promotion in critiquing, designing, and carrying out research.
- **Competency 7:** Students incorporate developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.
- **Competency 8:** Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in conceptualization and implementation of research and applied activities.
- **Competency 9:** Students incorporate multicultural knowledge, theory, scholarship, and self-awareness in their design and implementation of research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.
- **Competency 10:** Students demonstrate commitment to learning and enhancing multicultural competencies, including continued development of critical self-awareness across all professional activities.
- **Competency 11:** Students demonstrate integration of prevention science and multicultural competencies in their ongoing research, program evaluation work, and implementation work.
- **Competency 12:** Students integrate knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into the design of research aiming to identify risk, promotive, and protective factors and the developmental salience of these factors.
- **Competency 13:** Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conferences, and professional writing.
- **Competency 14:** 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), and can evaluate and compare the relative strengths and weaknesses of specific prevention research strategies given the overall aims of the work.
- **Competency 15:** Students affiliate with and/or involve themselves in organizations and/or activities related to prevention science and health promotion (such as the Society for Prevention Research, the Society for Research on Adolescence, the Society for Research on Child Development, the International Society for Prevention of Child Abuse and Neglect, etc.).
• **Competency 16:** Students develop and maintain effective professional relationships with others including faculty, research supervisors, collaborators, participants, agency personnel, peers, and staff.

• **Competency 17:** Students collaborate with peers and others in the activities of research and scholarship.

• **Competency 18:** Student attitudes and behaviors indicate a commitment to continuous learning and to ongoing professional development.

• **Competency 19:** Students demonstrate an understanding of and responsiveness to feedback from faculty, supervisors, and peers.

• **Competency 20:** Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

**Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

Student performance and competency development will be evaluated through course examinations, comprehensive examinations, performance on graduate assistantships, advising feedback on professional and academic development as well as research production process, and annual student reviews. We will use specific Program Competencies described above as benchmarks for student performance and development. Processes in place for improving the program, curriculum, and instructional and research opportunities include engaging in routine student feedback, instructor evaluations, connecting with advisors and cohort members in informal and formal ways, the COE annual student survey, and other methods. We will also hold monthly faculty meetings of all Core Faculty. Affiliated faculty will be invited on a quarterly basis or more depending on their particular focus any given term. Finally, we will hold an annual retreat for all Core Faculty (and invited Affiliated Faculty), to engage in program review and planning.

**MASTER’S PROJECT**

The Master’s in Science ends with a final project that is designed to provide an in-depth experience for students as they write a research paper of their choice. Students will work with their advisor to identify a project by the end of their first year in the program. The project should include the analyses of data, and may range from a program evaluation to an empirical research project. A student who has extensive experience with data collection/analysis/empirical research may write a critical scholarly literature review that is of publishable quality. This project is expected to be of publishable quality, as evaluated by your advisor, and may be supervised by your advisor or another faculty member. Research projects will be approved by the student’s advisor. The paper should be completed and approved by the advisor by the first week of the term of anticipated graduation (e.g., the first week of spring quarter for a spring graduation). See graduate timelines for more information. Students will plan their timeline and completion of the project with their advisor. Master’s projects should be in APA format and ready for publication at the time of completion.

The following options DO NOT count for the Master’s project: 1. A master’s project from another University or other program at the UO that you have worked on WITHOUT consultation or collaboration with your UO advisor. 2. An independent research project, book, or paper that you wrote prior to entering the UO program. 3. A literature review from a class that has not been updated and formatted for publication both in writing style and content. 4. Editing another written project or manuscript without considerable revision that involves, for example, re-writing the literature review and running new analyses and results.

**Prevention Science Program Faculty Members**

*Core Faculty Members*
Elizabeth Budd, Ph.D.
Krista M. Chronister, Ph.D.
Jessica Cronce, Ph.D.
David DeGarmo, Ph.D.
Nicole Giuliani, Ph.D.
Nichole Kelly, Ph.D.
Atika Khurana, Ph.D.
Leslie Leve, Ph.D.
Deanna Linville, Ph.D.
Benedict T. McWhirter, Ph.D.
Ellen Hawley McWhirter, Ph.D.
John Seeley, Ph.D.
Elizabeth Skowron, Ph.D.
Tasia Smith, Ph.D.
Beth Stormshak, Ph.D.
Jeff Todahl, Ph.D.

College of Education Affiliated Faculty:
Hank Fien, Ph.D.
Robert Horner, Ph.D.
Lauren Lindstrom, Ph.D.
Wendy Machalicek, Ph.D.
Charles Martinez, Ph.D.
Kent McIntosh, Ph.D.
Laura Lee McIntyre, Ph.D.
Samantha Shune, Ph.D.

University of Oregon Affiliated Faculty:
Nicholas Allen, Ph.D. (Psychology)
Elliot Berkman, Ph.D. (Psychology)
William Cresko, Ph.D. (Biology)
Brian Danaher, Ph.D. (PSI)
Philip Fisher, Ph.D. (Psychology)
Christopher Minson, Ph.D. (Human Physiology)
Jennifer Pfeifer, Ph.D. (Psychology)
Fred Sabb, Ph.D. (Lewis Center for Neuroimaging)

Note. Affiliated faculty members can serve as research mentors. They cannot serve in the capacity of sole advisor/mentor.

COURSEWORK

LIST OF REQUIRED COURSES

Required coursework covers the following domains:
1. Psychological Foundations (22 credits minimum);
   a. CPSY 621: Lifespan Developmental Psych (3)
   b. PREV 631: Intro to Prevention Science (3)
   c. PREV 633: Contemporary Issues in Public Health (3)
   d. PREV 634: Implementation Science (3)
   e. CPSY 645: Health Promotion and Equity
   f. SPSY 610: Neuroscience for Educators (3)
2. Research Methods (20 credits minimum);
   a. EDUC 612: Social Sci Research Design (4)
   b. EDUC 614: Educational Statistics (4)
   c. EDUC 640: Appl Stat Design & Analysis (4)
   d. EDUC 642: Multiple Regression in Educ (4)
   e. EDUC 644: Multivariate Stats (4)

3. Professional Foundations (6 credits minimum);
   a. PREV 607: PrevSci Sem (6 credits minimum)

4. Research (8 credits minimum)
   a. PREV 601 (8 credits minimum)

5. Specialty Area (9 credits minimum)
   a. Elective (3-4)
   b. Elective (3-4)
   c. Elective (3-4)

**Elective Coursework**
Students are required to take a minimum of 9-credits (three 3-credit courses) of electives in area of their choice related to PREV. Some elective options are listed in our chart, however, additional electives are possible given a particular student’s interests (seeking to pursue research positions, subsequent Ph.D. program in a specific field, or become a program evaluator). As one example, the Ph.D. program in Prevention Science at the University and the Ph.D. program in Public Health at Oregon State each have specific course requirements for admittance into their Ph.D. programs that can be fulfilled via the elective options while completing the M.S. in PREV at UO.

**Research Requirement**
All students in the program are expected to demonstrate research competence through (a) active participation in research projects, (b) communication of theory and empirical findings through professional presentations and publications, (c) completion of a minimum of 7 credits of PREV 601 and 5 credits of PREV 607. All students will complete a formal, empirical Research Paper as their final Master’s Project.

**Evaluation**
Student evaluations will occur annually. Evaluation is a central component in research training and supervision. Additionally, students will be provided regular feedback by their faculty advisor. The evaluation process includes annual student self-evaluation and core program faculty completion of a student’s performance review each year.

**See Appendix E for course descriptions**
# Prevention Science (PREV) - MS

**Model 2-Year Master’s (M.S.) Program Curriculum Progression, B.A. or B.S. Entry, Prevention Science**

**8/12/2016**

**First Year**
(Have your Masters Program Plan completed and turned in to your advisor by the end of winter term.)

<table>
<thead>
<tr>
<th>FALL (12 min credits + addl. research)</th>
<th>WIN (13 min credits + addl. research)</th>
<th>SPRING 13 min credits + addl. research</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREV 631: Intro to Prevention Science (3)</td>
<td>EDUC 614: Educational Statistics (4)</td>
<td>EDUC 640: Appl Stat Design &amp; Analysis (4)</td>
<td></td>
</tr>
<tr>
<td>CPSY 621: Lifespan Developmental Psych (3)</td>
<td>CPSY 645: Health Promotion and Equity</td>
<td>PREV 633: Contemporary Issues in Public Health (3)</td>
<td></td>
</tr>
<tr>
<td>EDUC 612: Social Sci Research Design (4)</td>
<td>Elective of choice (var: 3-4)</td>
<td>Elective of choice (var: 3-4)</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**
(Research Paper due prior to degree completion)

<table>
<thead>
<tr>
<th>FALL (11 min credits + addl. research)</th>
<th>WIN (9 min credits + addl. research)</th>
<th>SPRING (7 min credits + addl. research)</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 642: Multiple Regression in Educ (4)</td>
<td>EDUC 644: Multivariate Stats (4)</td>
<td>SPSY 650: Devel Psychopathology (4) or in Yr 1</td>
<td></td>
</tr>
<tr>
<td>SPSY 610: Neuroscience for Educators (3)</td>
<td>PREV 634: Implementation Science (3)</td>
<td>PREV 607: Res Sem M.S Only (1)</td>
<td></td>
</tr>
<tr>
<td>Elective of choice (var: 3-4)</td>
<td>PREV 601: Research (var: 2-8)</td>
<td>PREV 601: Research (var: 2-10)</td>
<td></td>
</tr>
<tr>
<td>PREV 601: Research (var: 1-5)</td>
<td></td>
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</tr>
</tbody>
</table>

**Electives**

- CFT 620: MH & Diagnoses (3)
- CPSY 610: Social Aspects of Behavior (Var: 4-5)
- CPSY 614: Theories of Counseling (3)
- CPSY 617: Theories of Career Development (3)
- CPSY 626: Psycholog Services Latinos (2)
- EDLD 610 Culturally-adapted interventions (4)
- PREV 605: Prev Sci Externship (1-4)
- PREV 634: Implementation Science (3)
- SAPP 507: AOD Pharmacology (3)
- SAPP 507: AOD Prevention (3)
- SPED 626: Grant Writing (3)
- SPSY 652: Biological Aspects of Behavior (4)
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
Students entering the program with a master’s degree may request a waiver to substitute previous graduate level coursework for required program courses. Graduate credits earned may be counted toward the Prevention Science degree under the following conditions: (a) Total transferred credits may not exceed 15 credits, (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 Prevention Science 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. 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 Program.

All Prevention Science students must maintain at least a 3.0 grade point average (GPA) in graduate courses. 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.

*NOTE: For student wishing to obtain the Certified Prevention Specialist (CPS) certification, courses counting towards the certification must be taken for a Grade and not P/F. Be sure to select that option when registering for the courses (Registration Menu>Change variable credit/grading option).*

**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 let the instructor know 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 work with advisees to oversee their academic progress and professional development throughout their graduate study. Seminar meetings will also 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 COE Academic Policies and Procedures Handbook (available at https://education.uoregon.edu/governance/academic-policies-and-procedures) outlines the following student and faculty responsibilities for advising:

Minimum student responsibilities include:
- Completing the Program Plan
- Preparing for advising meeting by developing questions and/or documents for review
- Initiating an advising meeting fall, winter, 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, winter, and spring terms with student to review his/her progress
- Reviewing student’s performance in courses and research activities, suggesting corrective action if necessary

Students are required to meet with their advisor at least once each term. 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 Building and Resources
The HEDCO building was completed in spring of 2009. The Prevention Science graduate students share Suite 240 (most of the second floor) 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 (room 265), and the Robin Jaqua Archetypal Library (room 240). Graduate students have access to the suite at all times once they submit their UOID Prox number to the PrevSci SSC. 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 SSC 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, and the third floor meeting rooms as well if needed. 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
If you are not able to reserve in advance and you need the room on that same day, you may contact the SSC 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 College of Education SDAC (Student Diversity Affairs Committee) office hours and 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 members to follow or provide specific procedures or activities since each situation is unique and efforts and decisions must be individually tailored to each situation” (COE Academic Policies and Handbook, 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. 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.

3. 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 Prevention Science core 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 core 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 Procedures 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.

Diversity Statement
The policy of the University of Oregon to support and value diversity. To do so 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.
Criminal Background Checks (updated 5/2016)

In accordance with College of Education policy, all COE students assigned to field placement of any kind must complete a fingerprint-based criminal history check PRIOR TO their first term in the field. There are two options to meet this requirement: (1) FBI-Approved Channeler Check or (2) Direct FBI Background Check. International students must complete Option 2: Direct FBI Background Check. We recommend that all other students complete the FBI-Approved Channeler Check due to much shorter processing times.

Option 1: FBI-Approved Channeler Background Check
Not available to international students or those without access to channeler terminals – Completion time = 2-4 weeks

<table>
<thead>
<tr>
<th>Step</th>
<th>Who</th>
<th>What</th>
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<tbody>
<tr>
<td>1</td>
<td>Student</td>
<td>Begin the process to obtain a fingerprint card by selecting an FBI-approved channeler. A complete list can be found at <a href="https://www.fbi.gov/about-us/cjis/identity-history-summary-checks/list-of-fbi-approved-channelers">https://www.fbi.gov/about-us/cjis/identity-history-summary-checks/list-of-fbi-approved-channelers</a>. We recommend using Fieldprint (<a href="http://www.fieldprintfbi.com/">http://www.fieldprintfbi.com/</a>) if it is available in your area. The following instructions are specific to Fieldprint, but are similar across approved channelers.</td>
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<tr>
<td>2</td>
<td>Student</td>
<td>Go to the Fieldprint website to schedule a fingerprinting appointment. There you will:</td>
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<td></td>
<td></td>
<td>• Register with Fieldprint,</td>
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<td></td>
<td></td>
<td>• Complete the <em>Qualification Form</em>**,</td>
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<td></td>
<td></td>
<td>• Select a time and location to have your prints taken, AND</td>
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<td></td>
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<td>• Submit payment of the $50 fee</td>
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<td></td>
<td></td>
<td>***Be sure to state that the reason for your request is “for personal review”</td>
</tr>
<tr>
<td>3</td>
<td>Student</td>
<td>Go to the Fieldprint location you selected above at your scheduled appointment time. Your prints will be taken electronically and sent directly to the FBI as part of the service. Be sure to bring:</td>
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<td></td>
<td>• Your appointment number provided by Fieldprint, AND</td>
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<td>• Two valid forms of identification (one must be a valid government-issued photo ID; others can be found at <a href="http://www.fieldprintfbi.com/FBISubPage_FullWidth.aspx?ChannelID=272#appointment">http://www.fieldprintfbi.com/FBISubPage_FullWidth.aspx?ChannelID=272#appointment</a>)</td>
</tr>
<tr>
<td>4</td>
<td>Fieldprint</td>
<td>Fieldprint will email a report to you about a week after your prints have been submitted. You will also be able to access the report on their Report Management Portal up to 30 days after the completion of the check. <em>Note: Once you open and view your results, you only have 7 days to save them, even within the 30 day period. After that, FieldPrint will purge your results from the system and you will not be able to access them again.</em></td>
</tr>
<tr>
<td>5</td>
<td>Student</td>
<td>Upload proof of your clearance at <a href="https://goo.gl/DuHCcd">https://goo.gl/DuHCcd</a>. Be sure to answer the accompanying questions on the first page completely, then upload confirmation of your clearance on the second page.</td>
</tr>
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*Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.*

Questions about fingerprinting and background checks? Contact coelicensure@uoregon.edu
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.
• 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/conduct) 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 (https://education.uoregon.edu/academics/student-grievance).

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.
APPENDICE 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

The Addiction Counselor Certification Board of Oregon
Certified Prevention Specialist (CPS) Information

The Certified Prevention Specialist Requirements, application packet, and recertification can be obtained by visiting http://www.accbo.com/certifications.php

- 150 Prevention Education Hours
  
  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.
  
- 2,000 Supervised Experience Hours in the Prevention Domains™ (c. ICRC/AODA)
- 120 Hours of Experiential Learning and Evaluation by a Qualified Prevention Supervisor
- Letter of Verification

  Verifying a minimum of 2 years of sobriety time for those who are recovering from chemical dependence.

- Ethics Agreement (signed and dated)
- National Criminal History Check
- ICRC Prevention Specialist Certification Exam

  Passing score on the CPS professional psychometric national certification examination from the International Certification Reciprocity Consortium.

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 of inclement weather, the UO home webpage (http://www.uoregon.edu/) will include a banner at the top of the page displaying information about delay, cancellation or closure decisions for the Eugene campus. Additionally the UO Alerts blog will be updated with the latest updates and bulletins. Local television and radio stations will also broadcast delay and cancellation information.

**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:

- Send an email directly to all students; or
- Utilize the university voicemail greeting system on their office phone to announce the class cancellation

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

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

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

Course Descriptions

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 645: Health Promotion and Equity (3) Introduction of the major theoretical orientations and empirical work in health psychology. This course will provide an overview of major content areas within health psychology and will focus on other aspects of psychology as they pertain to health related behaviors. The course will encourage a strengths-based approach to prevention, as well as an emphasis on multicultural competence.

EDUC 612 Social Science Research Design (4) 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.

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.

EDUC 642: Multiple Regression in Edu (4) The goal of this course is to learn how to apply and use multiple regression in educational research. Topics covered include a review of bivariate regression and correlation, and extensive coverage of multiple regression with continuous and categorical independent variables (IVs), regression diagnostics, and specifying and interpreting interactions. Additional topics include the fundamentals of path analyses and specifying and interpreting indirect effects, nonlinear regression, orthogonal and nonorthogonal designs, selected post hoc analyses, and logistic regression. EDUC 642 is designed for hands-on experience in practical applications of regression analyses.

EDUC 644: Multivariate Stats (4) Applied Multivariate Statistics is an advanced inferential statistics course that covers the theoretical rationale for and practical application of multivariate analytic techniques in social science research. This course addresses the conceptual foundations of multivariate statistics through a laboratory and project-based curriculum to provide an in-depth examination of the essential elements associated with conducting and interpreting multivariate research.

PREV 607 Prevention Science Research Seminar (variable credits) Research, professional development, research self-efficacy and skill development, advising, and supervision.

PREV 631: Intro to Prevention Science (3) The overall goal of this course is to present an overview of theory, research, and practice in prevention science and health promotion. The National Research Council and Institute of Medicine’s Mental Health Intervention Spectrum is used as a framework to distinguish mental health promotion and universal, selective, and indicated prevention from treatment. We explore the field of prevention science and related theories of prevention science through: 1) the history prevention science and its foundational concepts; 2) the translation of theory and epidemiology to interventions; 3) the evidence-base and methodological considerations of this work; and 4) the translation of evidence-based programs to real-world contexts.

PREV 633: Contemporary Issues in Public Health (3) Introduction to the approach, concepts, methods, and perspectives of epidemiology. Public health practitioners and researchers, regardless of their discipline or specialty, rely on the results of epidemiologic research and often employ epidemiologic concepts, methods, and perspectives. Students will become
familiar with epidemiologic terminology, outcome measures, and study designs; will gain an understanding of the application of epidemiology to subfields (e.g., infectious diseases, reproductive health); and will gain an understanding of how to apply epidemiologic methods to current public health issues.

**PREV 634: Implementation Science (3)** The overall goals of this course are to enhance students’ knowledge of implementation science and their ability to critically evaluate studies focused on implementation science. The National Institutes of Health (NIH) and the Centers for Disease Control (CDC) have named dissemination research and implementation science as key components of translation research. Translation research is essential for moving prevention findings from controlled settings into the community with a primary focus on community-based practices and other health care settings. This course provides a framework for examining implementation science and its applicability to clinical and community-based research.

**SPSY 610: Neuroscience for Educators (3)** TBA

**SPSY 650: Devel Psychopathology (4)** The purpose of this course is to offer students an introduction to the domain of Developmental Psychopathology, the study of psychological problems in the context of human development. This course will examine the etiology, development, course, classification, and treatment of common symptoms and disorders of childhood and adolescence. Within these domains, we will explore the dynamic interplay of genetic, physiological, social, cognitive, emotional, and cultural influences across development.
APPENDIX F
MASTERS PROJECT EVALUATION FORM

Name: ________________________________ Date: ___________________

Project Title: _______________________________________________________

__________________________

Master’s Project

0= Far Below Expectation (significant omissions, poorly communicated content)
1= Below Expectations (not ready for submission as a manuscript because it lacks qualities such as those specified in each category below)
2= Minor Revisions Required in order to Meet Expectations (as specified below)
3= Meets Expectations (sufficient attention and quality in all components)
4= Meets Expectations (strong in all component areas)
5= Exceeds Expectations (excellent with respect to qualities such as those listed in each category below)

(Must meet expectations in each area prior to final acceptance of project)

_____ Rationale (sufficient justification, relevant literature cited, theoretically grounded)

_____ Methods (each required section present, sufficient detail, accurate)

_____ Analyses (appropriate, clearly presented, accurate)

_____ Results (organized, follow from hypotheses, accurate)

_____ Discussion (relevant literature cited, limitations acknowledged, implications for practice, research, policy discussed as appropriate)

_____ Writing quality (well-structured sentences & paragraphs, no errors of grammar or typos, clear and precise language, organized, structured, headings)

_____ APA 6th edition format

_____ Attention to diversity (e.g. indicates sample composition in lit review, addresses limitations of measurement and external validity with diverse populations)

_____ Attention to ecological and social justice factors bearing upon topic (levels of ecology evident in conceptualization, relevant issues of marginalization or reproduction of status quo addressed)

This Masters project is ____________ Accepted ____________ Not accepted Overall

Rating: (0-5) _______________ (see next page for rubric)

Advisor Signature ____________________________ Date ____________________________
The number circled indicates the level the student achieved in this competency area.

5
This Masters project goes beyond the expected level for a typical student at this stage of training. A thorough, accurate, and comprehensive understanding of specialty area/research topic is demonstrated along with a strong rationale for the study. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Analyses well suited to questions, presented very well. Evidence base included. The content is expressed with superior precision and literacy.

4
This Masters project includes all elements of a publishable research project, well justified, research addresses the relevant elements and demonstrates a solid understanding of the area. It shows clear and sophisticated thinking and good organization and structure. Presentation of material is skillful and thorough. Well-cited. Evidence base included.

3
This Masters project includes all elements of a publishable research project, the content, while sound, may also be slightly under-elaborated or at a minimally acceptable level. Like the 4 – level response, it shows clarity of thought but may lack tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but more would be needed to gain higher levels of expertise in the area.

2
This Masters project neglects one or more components (rationale, results) such that it provides only a superficial or underdeveloped treatment of the area. Evidence base may be insufficient. It may show some clarity of thought while being overly simplistic. Problems in organization may be evident. The writing frequently impedes communication of the writer’s ideas. Room for improvement is evident.

1
This Masters project seriously neglects or distorts one or more of the relevant elements or offers less than minimal treatment of the area. Evidence base not presented. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, poor reflection of knowledge.

0
This Masters project entirely fails to address the topic or relevant tasks. Alternatively, it demonstrates marked problems with organization and mechanics that makes the presentation extremely difficult to follow.

Additional Comments and Recommendations:
APPENDIX G

STUDENT FILE AUDIT FORM

Name ___________________________  Cohort ___________  Advisor ____________________________

APPLICATION FILE

Graduate School & Program Application  Letters of Recommendation
Purpose Statement  GRE Scores Correspondence
CV  Transcripts

ACADEMIC FILE

Doctoral Program Plan □ (approved by end of first year)
Master’s Program Plan □ (only required if earning an MS)

Comprehensive Exams & Competencies
□ Pre-Dissertation Project Idea Approval
□ Pre-Dissertation Project /Master’s Project
□ Teaching Competency (complete before leaving campus)

Annual Evaluations
□ 1st Mid-Year  Year ___________
□ 4th Year  Year ___________

Advance to Candidacy □ (occurs after passing Comps)

Dissertation
□ Establish Dissertation Committee  (submitted 1 term prior to proposal defense)
□ Defend Dissertation Proposal  (by Nov 1 of year applying for internship)
□ MOU Dissertation Proposal Defense □ Dissertation Defense Signature Page
## Competency Grid

The left column of this chart lists the expected competencies associated with the three proposed Prevention Science graduate degree programs. The developmental level at which competencies are displayed varies somewhat by program, due to the differences in focus, intensity, and duration of training. These developmental differences are presented below, by program. All competency levels described under a given program are subsumed within the program to its right, for example, competencies described in the M.Ed. column are subsumed in the corresponding competencies in the M.S. column.

<table>
<thead>
<tr>
<th>Competency</th>
<th>M.Ed.</th>
<th>M.S.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1</strong>: Students demonstrate knowledge of risk and protective factors associated with positive and negative behavioral health outcomes across the lifespan.</td>
<td>Students can list risk and protective factors associated with 5-10 positive and/or negative behavioral health outcomes across the lifespan.</td>
<td>Students demonstrate scientific writing skills and oral presentation skills for synthesizing the evidence base on risk and protective factors associated with numerous positive and/or negative behavioral health outcomes across the lifespan.</td>
<td>Students can design and carry out research studies that contribute to the literature on risk and protective factors associated with numerous positive and/or negative behavioral health outcomes across the lifespan.</td>
</tr>
<tr>
<td><strong>Competency 2</strong>: Students demonstrate knowledge of theories related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative health outcomes.</td>
<td>Students can describe a variety of theories related to development and human behavior that describe processes and mechanisms through which risk and protective factors are related to positive and negative behavioral health outcomes.</td>
<td>Students demonstrate scientific writing skills and oral presentation skills for linking theories about the processes and mechanisms through which risk and protective factors are related with subsequent positive and negative behavioral health outcomes.</td>
<td>Students can design and carry out research studies grounded in theoretical models of the mechanisms and processes by which risk and protective factors contribute to subsequent positive and negative behavioral health outcomes.</td>
</tr>
<tr>
<td><strong>Competency 3</strong>: Students demonstrate awareness of the interplay of individual, family, societal, and environmental factors associated with positive and negative behaviors across the lifespan.</td>
<td>Students can describe the bi-directional influences of individuals, families, society, and other dimensions of the environment on positive and negative human behaviors.</td>
<td>Students demonstrate scientific writing skills and oral presentation skills linking the evidence base for bi-directional ecological influences on positive and negative human behaviors.</td>
<td>Students can design and carry out research studies that contribute to the evidence base for bi-directional ecological influences on positive and negative human behaviors.</td>
</tr>
<tr>
<td><strong>Competency 4</strong>: Students demonstrate awareness of theories and foundations of prevention science.</td>
<td>Students can describe the origins, foundations, and standards of prevention science</td>
<td>Students can describe the origins, foundations, and standards of prevention science</td>
<td>Students can describe the origins, foundations, and standards of prevention science</td>
</tr>
<tr>
<td><strong>Competency 5</strong>: Students demonstrate skill in conceptualizing &amp; evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.</td>
<td>Students can critique interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health outcomes.</td>
<td>Students demonstrate basic skill in conceptualizing &amp; evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health.</td>
<td>Students demonstrate advanced skill in conceptualizing &amp; evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive behavioral health.</td>
</tr>
<tr>
<td>Competency 6: Students demonstrate knowledge of evidence-based practices in prevention science.</td>
<td>Students can describe approaches to/history of defining what is evidence-based, and give examples of evidence-based approaches to prevention science.</td>
<td>Students writing and oral presentations demonstrate knowledge of and ability to critique evidence-based practices in prevention science.</td>
<td>Students demonstrate knowledge of evidence-based practices in prevention science in critiquing, designing, and carrying out research.</td>
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<td>Competency 7: Students demonstrate understanding of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.</td>
<td>Students can describe the importance of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.</td>
<td>Students demonstrate a strong understanding of developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.</td>
<td>Students incorporate developmental, ecological, and epidemiological perspectives and models in research conceptualization, design, and critique.</td>
</tr>
<tr>
<td>Competency 8: Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in human development, health outcomes, and prevention research and practice.</td>
<td>Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in academic discussions and applied activities.</td>
<td>Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in scientific writing, oral presentations, evaluation, and applied activities.</td>
<td>Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in conceptualization and implementation of research and applied activities.</td>
</tr>
<tr>
<td>Competency 9: Students can critique research studies and prevention practices from multicultural perspectives.</td>
<td>Students can critique research studies and prevention practices from multicultural perspectives.</td>
<td>Students incorporate multicultural knowledge, theory, scholarship, and self-awareness in their research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.</td>
<td>Students incorporate multicultural knowledge, theory, scholarship, and self-awareness in their design and implementation of research and applied activities, adapting their professional behavior and research practices in ways that are sensitive to and inclusive of the needs of the individuals and communities with whom they interact and work.</td>
</tr>
<tr>
<td>Competency 10: 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.</td>
<td>Students can describe and define key constructs in multicultural competency development such as diversity, privilege, power, social justice, and identity, and demonstrate growing self-awareness of their own cultural identities and those of others.</td>
<td>Students demonstrate commitment to learning and enhancing multicultural competencies, including continued development of critical self-awareness in their scientific writing, oral presentations, intervention and evaluation activities.</td>
<td>Students demonstrate commitment to learning and enhancing multicultural competencies, including continued development of critical self-awareness across all professional activities.</td>
</tr>
<tr>
<td>Competency 11: Students can articulate those of others.</td>
<td>Students can articulate those of others.</td>
<td>Students demonstrate commitment to learning and enhancing multicultural competencies, including continued development of critical self-awareness across all professional activities.</td>
<td>Students demonstrate commitment to learning and enhancing multicultural competencies, including continued development of critical self-awareness across all professional activities.</td>
</tr>
</tbody>
</table>
recognize the central role of prevention science and multicultural competencies in their ongoing research, program evaluation work, and implementation work.

### Competency 12: Students demonstrate competence in basic research design, quantitative methods, data analysis, and multiagent assessment methods commonly used in prevention science, including those that identify risk, promotive, and protective factors for positive and negative behaviors and those that capture the developmental salience of these factors.

- Students demonstrate a basic knowledge of standard research designs, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science.
- Students can apply knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into critique and, with support, the design of research aiming to identify risk, promotive, and protective factors and the developmental salience of these factors.

### Competency 13: Students demonstrate skill in presenting research and scholarship via in-class presentations.

- Students demonstrate skill in presenting research and scholarship via in-class presentations.
- Students demonstrate skill in presenting research and scholarship via formal academic presentations, professional conference proposals and/or presentations, and other professional writing.

### Competency 14: 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).

- Students demonstrate knowledge of the Society for Prevention Research Standards of Knowledge for the Science of Prevention.
- 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), and can evaluate and compare the relative strengths and weaknesses of specific prevention research strategies given the overall aims of the work.

### Competency 15: 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 Adolescence, the Society for Research on Child Development, the Society for Research on Child).

- Students are able to describe key organizations related to prevention science (such as the Society for Prevention Research, the Society for Research on Adolescence, the Society for Research on Child).
- Students affiliate with organizations and/or activities related to prevention science (such as the Society for Prevention Research, the Society for Research on Adolescence, the Society for Research on Child).
- 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 Adolescence, the Society for Research on Child).
<p>| Competency 16: Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff. | Students demonstrate concern for the welfare of others, empathy, respect, ability to distinguish between appropriate and inappropriate professional language, demeanor, and behavior, awareness of impact of self on others, problem solving skills, collegiality, flexibility, and listening skills. | Students develop and maintain effective professional relationships with others including faculty, research supervisors, collaborators, participants, agency personnel, peers, and staff. | Students develop and maintain effective professional relationships with others including faculty, research supervisors, collaborators, participants, agency personnel, peers, and staff. |
| Competency 17: Students demonstrate the ability to collaborate in the activities of research and scholarship. | Students provide constructive input to peers on research and scholarship, and are receptive to the input of peers. | Students formally and informally contribute to the research activities and scholarship of others. | Students collaborate with peers and others in the activities of research and scholarship. |
| Competency 18: Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development. | Student attitudes and behaviors indicate a commitment to continuous learning and to ongoing professional development. | Student attitudes and behaviors indicate a commitment to continuous learning and to ongoing professional development. | Student attitudes and behaviors indicate a commitment to continuous learning and to ongoing professional development. |
| Competency 19: Students are responsive to feedback from faculty, supervisors, and peers. | Students demonstrate an understanding of and responsiveness to feedback from faculty, supervisors, and peers. | Students demonstrate an understanding of and responsiveness to feedback from faculty, supervisors, and peers. | Students demonstrate an understanding of and responsiveness to feedback from faculty, supervisors, and peers. |
| Competency 20: Students demonstrate knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards) | Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards). | Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards). | Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards). |</p>
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<th>PrevSci Faculty/Staff</th>
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</tr>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tr>
<td>Charles Martinez</td>
<td><a href="mailto:charlesm@uoregon.edu">charlesm@uoregon.edu</a></td>
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<td>541.346.2340</td>
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