

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

**Prevention Science (PREV)**  
**Master's of Science Program (M.S.)**

**STUDENT HANDBOOK**  
**2019-2020**

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## POLICY STATEMENT

*While every effort is made to ensure the accuracy of the information contained herein, the University of Oregon, the College of Education, and the Department of Counseling Psychology and Human Services maintain the right to make changes at any time without prior notice. Students will be made aware of all changes. Students are encouraged to review the Undergraduate/Graduate Catalog (<http://catalog.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 career paths such as: (1) obtaining employment as research and/or administrative personnel in local, county, state or private human services organizations, research centers, or institutes that engage 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., public health, 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 neuroscience), economics, evaluation, epidemiology, and public policy and administration. The four 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 ones), and implementation practices related to prevention 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 and rigorous ethical practice; (3) To produce graduates who are committed to multicultural competence 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. 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." **This is not a counselor or therapist training program, and does not lead to therapy licensure eligibility. However, some of the courses may count toward credit requirements necessary to become a Certified Prevention Specialist (CPS) in the State of Oregon should an individual be independently seeking this credential** (<https://www.mhacbo.org/en/certifications/>) (see Appendix C). **The required program coursework does not meet all the CPS requirements nor is student-support provided to answer CPS-related questions.**

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 College of Education (COE), 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 in this handbook) 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 (MS) 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: <https://coedocs.uoregon.edu/display/StudentResources/Prevention+Science>

### **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 College of Education mission emphasizes **"making educational and social systems work for all"**—by developing the capabilities of professional educators and clinicians, advancing a culture of effective professional practice through research and evidence-based support, and strengthening the capacity and accountability of community and education agencies to design, provide and continuously improve individual and organizational learning, performance and progress." 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, adults, families, and communities within their diverse environments. We emphasize research that aids in the identification and reduction of risk factors, as well as the enhancement of protective factors, and that contributes to the evidence base of practices that promote health and well-being.
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 and preventive intervention 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 preventive 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**

The Prevention Science program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, immigration status, 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 (promoting social justice) 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**

#### **Goals:**

- Goal #1: Graduates can describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations;
- Goal #2: Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice;
- Goal #3: Graduates are committed to multicultural competence and enhancing human welfare in their scholarly work related to prevention science;

- Goal #4: Graduates display professionalism in their relationships with faculty, staff, peers, and community partners in diverse settings.

### **Competencies:**

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

- Competency 1: Students can describe the origins, foundations, and standards of prevention science. (Goal #2)
- Competency 2: Students can design and carry out theoretically-grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan. (Goal #1, #2, #3)
- Competency 3: Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions. (Goal #1, #2, #3, #4)
- Competency 4: Students integrate knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into their research activities. (Goal #2)
- Competency 5: Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing. (Goal #1, #2, #3, #4)
- Competency 6: Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior. (Goal #1, #3, #4)
- Competency 7: Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback. (Goal #4)
- Competency 8: 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). (Goal #4)

### **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, class participation, student evaluation, and the final capstone project completed as part of the prevention science capstone seminar series. 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 with the PREV Faculty. You can find the list of PREV program faculty here: <https://education.uoregon.edu/people/prevsci>. Once a year, a PREV faculty meeting will focus specifically on program review and planning.

### **Master's Project Requirements**

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 week 7 of the term of anticipated graduation (e.g., week 7 of spring quarter for a spring term 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 submission to a journal 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.

**NOTE: The completed master's research project should be listed as a "master's paper" and not a "master's thesis" on CV and other related documentation.**

## **COURSEWORK**

### **Program Requirements for the M.S.**

- 65 quarter credits minimum core course requirements, including at least 9 Prevention Science capstone seminar credits (PREV 607) and 2 elective courses
- Completion of a "Master's research project"
- The majority of students will complete the degree in 2 years; some students will enroll part-time and complete in 3 years.

### **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 (3)
  - f. SPSY 610: Neuroscience for Educators (3)
  - g. SPSY 650: Developmental Psychopathology (4)
2. Research Methods (15 credits minimum);
  - a. EDUC 612: Social Sci Research Design (3)
  - b. EDUC 614: Educational Statistics (3)
  - c. EDUC 640: Appl Stat Design & Analysis (3)
  - d. EDUC 642: Multiple Regression in Educ (3)
  - e. EDUC 644: Multivariate Stats (3)
3. Professional Foundations (9 credits minimum);
  - a. PREV 607: Prev Capstone Sem (9 credits minimum)
4. Research/Reading (13 credits minimum)
  - a. PREV 601/605 (13 credits minimum)
5. Electives (6 credits minimum)
  - a. Elective (3-4)
  - b. Elective (3-4)

### **Elective Coursework**

Students are required to take a minimum of 6-credits (two 3-credit courses) of electives in area of their choice related to PREV. Some elective options are listed in the program plan, however, additional electives are possible given a particular

student's interests (seeking to pursue research positions, subsequent PhD program in a specific field, or become a program evaluator). As one example, the PhD program in Prevention Science at the University of Oregon and the PhD program in Public Health at Oregon State University each have specific course requirements for admittance into their programs that can be fulfilled via the elective options while completing the MS 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 12 credits of PREV 601 and 9 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 faculty completion of a student's performance review each year.

**\*\*See Appendix E for course descriptions**



**Prevention Science (PREV) - M.S. (65 Total credit hours)**

Updated Sept 16, 2019

**Model 2-Year M.S. Program Curriculum Progression, B.A. or B.S. Entry, Prevention Science**

<b>FIRST YEAR*</b>			
<b>Fall (15 min credits)</b>	<b>Winter (13 min credits + add. research)</b>	<b>Spring (10 min credits + add. research)</b>	<b>Program Milestones</b>
PREV 631 – Intro to Prev Science (3)	EDUC 614 – Educational Statistics (3)	EDUC 640 – Appl Stat Design & Analy (3)	
CPSY 621 – Lifespan Devl Psych (3)	CPSY 645 – Health Promo and Equity (3)	SPSY 610 – Neuroscience for Educators (3)	
EDUC 612 – Social Sci Res Design (3)	Elective of choice (var: 3-4)	PREV 607 – Prev Capstone Sem (2)	
PREV 633 – Contemp Iss Public Hlth (3)	PREV 607 – Prev Capstone Sem (2)	PREV 601 – Research (var: 2-3)	
PREV 607 – Prev Capstone Sem (2)	PREV 601 – Research (var: 2-4)		
PREV 605 – Read Prevention Sci (1)			
	<i>*Program Plan completed and turned in to your advisor by the end of winter term of year 1</i>		
<b>SECOND YEAR**</b>			
<b>Fall (10 min credits + add. research)</b>	<b>Winter (10 min credits + add. research)</b>	<b>Spring (7 min credits + add. research)</b>	<b>Program Milestones</b>
EDUC 642 – Mult Regress in Educ (3)	EDUC 644 – Multivariate Stats (3)	SPSY 650 – Devel Psychopathology (4) (O)	
Elective of choice (var: 3-4)	PREV 634 – Implementation Science (3)	PREV 607 – Prev Res Sem (1)	
PREV 607 – Prev Res Sem (1)	PREV 607 – Prev Res Sem (1)	PREV 601 – Research (var: 2-11)	
PREV 601 – Research (var: 3-8)	PREV 601 – Research (var: 3-8)		*Complete research paper by Spring term of year 2

**Possible Electives, (Partial listing/examples only)**

- |  |   |
|--|---|
| PREV 610- Prevention and Policy (3) (W)                            | CPSY 614 - Theories of Counseling (3) (W)               |
| PREV 632- Risk Resilienc Adolesc (3) (S)                           | CPSY 617 - Theories of Career Dev (3) (E)               |
| PREV 610- Meta-analysis I (3) (O) (S)                              | CPSY 610 - Psychology Services Latinos (3) (F)          |
| PREV 610- Meta-analysis II (3) (O) (F)                             | SPSY 617 - Tests and Measur in Ed (4) (E) (F)           |
| EDLD 623 - Cultural Adaptation of Evidence-Based Practices (3) (S) | SPED 511- Found Disability I (3) (F,W,S)                |
| CPSY 610- Social Aspects of Behavior (var: 4-5) (E) (S)            | PREV 610- Applied Mediation and Moderation Analysis (F) |
| SPSY 652- Bio Bases of Behavior (var: 4-5) (E) (W)                 | PREV 610- Adaptive Designs (S)                          |
| SPED 626- Grant Writing (3) (F)                                    | SPSY 610- Acad and Behav Interv (4) (S)                 |
| PREV 609- Prev Sci Externship (v 1-4) (F, W, S)                    |   |

**(E) – offered even years, (O) – offered odd years; Terms Offered: F = Fall, W = Winter, S = Spring**

**Note.** In academic year 2019-2020, CPSY 645 Health Promotion and Equity and SPSY 610 Neuroscience for Educators will not be offered. For this year only, students can take elective courses instead of CPSY 645 and SPSY 610.

## 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.

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> and Graduate School transfer credit information may be found at <http://gradschool.uoregon.edu/policies-procedures/masters/transfer>.

Students who have completed an MS degree from our program within the last 7 years will be allowed to transfer all of their coursework should they apply and get accepted into the PREV PhD program.

### Course Waiver

To waive a course, a student prepares a petition that includes (a) filled [course waiver form](#) 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 7 years ago cannot be used as a substitute. Students may transfer graduate credits that were not earned toward an awarded degree

### **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. All program required courses must be taken for a grade, with the exception of 601, 605, 607, 609 or similar courses that are offered as Pass/No Pass. Any program-required course with a C+ or lower earned grade must be retaken until a B- or higher grade is earned. Similarly, the grade of N (no pass) is not accepted for graduate credit and those courses must be retaken until a P (pass) is earned.

A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades---regardless of the GPA---is considered unsatisfactory. The Dean of the Graduate School, after consultation with the student's home department, may drop the student from the Graduate School, thus terminating the student from enrollment in the degree program.

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

### **Laptops and Cell Phones**

It is ultimately within faculty members' discretion to allow or disallow cell phones and laptops in their classrooms. However, due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is generally 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. 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.

Minimum student responsibilities include:

- Completing the Program Plan (completed by the end of winter term of first year)
- 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 their 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, Couples & Family Therapy program, and Communication Disorders & Sciences program. 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 UO ID Prox number to the PrevSci Academic Program Coordinator. The Prox card can be used to enter through the main front doors on the east side of the building or the south side entrance by the clinic, stairs and elevators. With this access, students are expected to act responsibly, respecting security and maintaining a clean shared space. If you find that your Prox card is not working, send the Academic Program Coordinator an email stating which door you tried to enter and your Prox card number (last five digits on the back side of the card).

Students may reserve meeting spaces in HEDCO 240, 244, 258, or 271 and the third floor meeting rooms as well if needed. Send an email to [cphsstudent@uoregon.edu](mailto:cphsstudent@uoregon.edu) with the following information:

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

If you are not able to reserve in advance and you need the room on that same day, you may contact the Academic Program Coordinator by email ([prevsci@uoregon.edu](mailto:prevsci@uoregon.edu)) or in-person.

During business hours, students also have access to other facilities in HEDCO. The Learning Commons is located on the first floor. It is a student work area with 26 desktop computers running both Mac and Windows 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 Learning Commons 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.

The Education Station Café is a favorite spot for people from all over campus. It is open during the academic term 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.

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 breach). 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.

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/their 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/their 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/their 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.

In line with the College of Education Academic Policies and Procedures, 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.
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/she/they 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 3/2019)

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) Direct Electronic FBI Background Check or (2) FBI-Approved Channeler Check. International students must complete *Option 1: Direct Electronic FBI Background Check*. *Students in educator licensure programs should complete background checks through Teacher Standards and Practices Commission (TSPC).*

### **Option 1: Direct Electronic FBI Background Check**

Required for **international students** – Completion time = at least **one to three weeks** (three to five days upon FBI receipt of the fingerprint card), plus mailing time.

Step	Who	What
1	Student	<p>Visit the FBI electronic Identity History Summary Check website at <a href="https://www.edo.cjis.gov/#/">https://www.edo.cjis.gov/#/</a>. Scroll about halfway down the page to the section titled <i>How to Submit a Request</i> and enter a reliable email address in the box labeled “Enter your e-mail address to get started!”</p> <ul style="list-style-type: none"> <li>• Once submitted, a <b>secure link</b> along with a <b>personal identification number</b> will be sent to you and will be required to complete the online application.</li> <li>• The same link and personal identification number will be required later to check the status of your application and to access your results. <b>Be sure to keep this email for future use!</b></li> <li>• Print a copy of the email to send with your fingerprint card (described in step 3).</li> <li>• Read all the application information on this webpage.</li> </ul>
2	Student	<p>Complete the online application, pay the fee (\$18 by credit card or PayPal) and select the following preferences:</p> <ul style="list-style-type: none"> <li>• Date of birth: Yes</li> <li>• Status Notification: Yes</li> <li>• <i>Note that you will be expected to have a piece of identification that matches the address you use in the application. For this reason, it is best to <b>use your permanent address</b>.</i></li> <li>• <i>Be sure to select the reason for your request is “<b>Personal Review</b>” in the drop down menu.</i></li> </ul>
3	Student	<p>Have your fingerprints taken through a local law enforcement agency. Charges are usually \$15-20 per card. Be sure to bring legal proof of identity that matches the address provided on your application.</p> <ul style="list-style-type: none"> <li>• UO Police (appointment required) - <a href="https://police.uoregon.edu/fingerprinting">https://police.uoregon.edu/fingerprinting</a></li> <li>• Lane County Sheriff - <a href="http://lanecounty.hosted.civillive.com/cms/One.aspx?portalId=3585881&amp;pageId=4187342">http://lanecounty.hosted.civillive.com/cms/One.aspx?portalId=3585881&amp;pageId=4187342</a></li> </ul>
4	Student	<p>Send the following items directly to the FBI at:</p> <p><b>FBI CJIS Division</b>  <b>ATTN: ELECTRONIC SUMMARY REQUEST</b>  <b>1000 Custer Hollow Road</b>  <b>Clarksburg, WV 26306</b></p> <ul style="list-style-type: none"> <li>• Your fingerprint card <b>AND</b> a copy of the email you received from the FBI with your secure link and personal identification number on it.</li> </ul> <p><i>We suggest sending your prints by First Class Mail and Certified so you will be able to track when it is received by the FBI.</i></p>
5	FBI	<p>The FBI will review your record and will respond 3-5 days after they have received your fingerprint card. Using the link provided in your original confirmation email, check the status of your request and save an electronic copy of the full results when available.</p>
6	Student	<p>Upload your results 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.</p> <p><b><i>Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.</i></b></p>



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

Step	Who	What
1	Student	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/services/cjis/identity-history-summary-checks/list-of-fbi-approved-channelers-for-departmental-order-submissions">https://www.fbi.gov/services/cjis/identity-history-summary-checks/list-of-fbi-approved-channelers-for-departmental-order-submissions</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.
2	Student	Go to the Fieldprint website to schedule a fingerprinting appointment. There you will: <ul style="list-style-type: none"> <li>• Register with Fieldprint. <i>Note that you will be expected to have a piece of identification that matches the address you use when registering. For this reason, it is best to <b>use your permanent address</b>.</i></li> <li>• Complete the <i>Qualification Form</i>***,</li> <li>• Select a time and location to have your prints taken, AND</li> <li>• Submit payment of the \$50 fee</li> </ul> <p>***Be sure to state that the reason for your request is <b><i>“for personal review”</i></b></p>
3	Student	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: <ul style="list-style-type: none"> <li>• Your appointment number provided by Fieldprint, <b>AND</b></li> <li>• 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>)</li> </ul>
4	Fieldprint	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. <b>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.</b>
5	Student	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. <p><b><i>Clearances must be uploaded PRIOR to entering schools for field experiences. Students must clear the background check before beginning any clinical experience.</i></b></p>

Questions about fingerprinting and background checks? Contact [coelicensure@uoregon.edu](mailto: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 <https://studentlife.uoregon.edu/conduct>.

### 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, GE 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://coedocs.uoregon.edu/display/governance/Internal+Governance+Policies>).

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/their 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/their 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.

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## APPENDIX A

### College of Education Advising Policy

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

<https://coedocs.uoregon.edu/display/StudentResources/Prevention+Science>

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 Mental Health & Addiction Certification Board of Oregon Certified Prevention Specialist (CPS) Information

The Certified Prevention Specialist Requirements, application packet, and recertification can be obtained by visiting <https://www.mhacbo.org/en/certifications/>

- 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, 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 the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <https://www.uoregon.edu/>. Additional information will be available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>.

**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, 541-346-6586. Pre-registration is required.

## **APPENDIX E**

### **Course Descriptions**

#### **PREV 601: Research** (variable credits)

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

#### **PREV 605: Reading** (variable credits)

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

#### **PREV 607: Prevention Science Capstone Seminar** (2)

Research, professional development, research self-efficacy and skill development, advising, and supervision.

#### **PREV 609: Prevention Science Externship** (variable credits)

Externship credits may be taken for applied experiences in the field of prevention science with approval from the instructor. Pre-authorization is required in order to register for Externship credits. The student should forward the instructor's email permitting registration for the Externship credits to the Academic Program Coordinator who will clear the student to register. The student must still register and set the number of appropriate credits for the course. The title, as it will appear on your transcripts, will be Prac Prevention Science unless otherwise instructed.

#### **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)

In Prev 633, we shift the focus from the health and welfare of individuals and families to the health and welfare of communities and populations. The overall goal of this course is to provide students with the basic knowledge and concrete skills necessary for working in a community agency or health department in which they would be responsible for assessing and addressing priority community health problems and advancing health equity.

#### **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.

#### **EDUC 612: Social Science Research Design** (3)

Survey of methods used in social science research, with a focus on quantitative research methods. The role of systematic

approaches to research in social science is considered, and an overview of multiple ways of conducting research is provided.

**EDUC 614: Educational Statistics (3)**

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 (3)**

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 Educ (3)**

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 (3)**

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.

**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)**

The purpose of this course is to provide an introduction to the major theoretical orientations and empirical work in health promotion and equity. This course will include a review of ecological, individual, and interpersonal approaches to promoting health and well-being, with foci on five primary variables: 1) eating; 2) exercise; 3) smoking; 4) substance use; and 5) sex. Related aspects of health promotion, such as the physiological consequences of stress, will also be explored. Students will learn how to apply their theoretical and empirical knowledge in ways that will facilitate the promotion and maintenance of health-related behavior in a preventive context. Students will also learn to be critical consumers and communicators of health-related research.

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

Neuroscience and neuroimaging play an increasingly large role in psychology, education, and everyday life. The goal of this course is to introduce you to these methods so that you can be an informed consumer of neuroscience research (both empirical articles and press coverage), and incorporate them into future research endeavors if appropriate. This will be accomplished through a combination of readings, in-class discussions, and a grant-style research proposal.

**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.

## **Elective Options**

- CPSY 610 - Social Aspects of Behavior (v 4-5) (E)
- EDLD 623 - Cultural Adaptation of Evidence-Based Practices (3)
- CPSY 617 - Theories of Career Dev (3) (E)
- CPSY 614 - Theories of Counseling (3)
- CPSY 626 - Psychology Services Latinos (2)
- SPSY 617 - Tests and Measur in Ed (4)
- SPED 511 - Found Disability I (3)
- SPED 626 - Grant Writing (3)
- SPSY 652 - Biological Aspects of Behavior (4) (E)
- PREV 609 - Prev Sci Externship (v 1-4)

**APPENDIX F**  
**MASTER'S PROJECT EVALUATION FORM**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project Title: \_\_\_\_\_

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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 6<sup>th</sup> 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 Master's 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 Master's project goes beyond the expected level for a typical student at this stage of training. A thorough, accurate, and comprehensive understanding of 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 Master's 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 Master's 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 Master's 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. Content is presented at the minimal level, and is not unacceptable for a doctoral student at this stage of development. Room for improvement is evident.
- 1 This Master's 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 Master's 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  
Purpose Statement  
CV  
Transcripts

Letters of Recommendation  
GRE Scores Correspondence (PhD only)

**ACADEMIC FILE**

- Doctoral Program Plan (approved by end of winter term of first year and updated annually)
- Master's (MS, MEd) Program Plan (approved by end of winter term of first year and updated annually)
- Masters paper (MS only)
- Capstone paper (MEd only)

**Annual Evaluations** (PhD and continuing masters students only)

- 1st Year      Year \_\_\_\_\_
- 2nd Year      Year \_\_\_\_\_
- 3rd Year      Year \_\_\_\_\_
- 4th Year      Year \_\_\_\_\_

**Comprehensive Exams & Competencies** (PhD only)

- Pre-Dissertation Paper /Master's Project
- Comprehensive Exam
- Teaching Competency (complete before leaving campus)
- Specialty Area Courses (3 courses completed)
  
- Advance to Candidacy** (PhD only)  
(Occurs after passing the following required competencies of program: (1) Coursework; (2) Specialty Area Coursework; (3) Pre-dissertation Research Paper; and (4) Comprehensive Exam).

**Dissertation** (PhD only)

- Establish Dissertation Committee (submitted 1 term prior to proposal defense)
- Defend Dissertation Proposal (by Fall of year 4)
- MOU Dissertation Proposal Defense
- Dissertation Defense Signature Page

## APPENDIX H ANTICIPATED PROGRAM EXPENSES

The following are program expenses not typically covered by your Graduate Employment or other University awards. We provide you with the following anticipated costs to assist you with your financial planning, but please know that we cannot guarantee that we have identified all of the relevant costs or that the costs will remain the same. The numbers provided in this table are based on 2018 costs and are subject to change for reasons including decisions made by university policy changes and external vendor changes. We will notify you as soon as we know of any cost changes.

We encourage you to use a variety of financial resources to fund your graduate study and time living in Eugene. We specifically recommend **College of Education scholarships**, the **Office of Financial Aid & Scholarships**, the **Graduate School**, the **UO Career Information Systems scholarship search database**, and [fastweb.com](http://fastweb.com). We also strongly encourage students to visit the Office of Financial Aid & Scholarships website to view a complete list of anticipated graduate expenses <http://registrar.uoregon.edu/costs> and to use the net cost calculator to estimate your academic and personal living expenses while completing the program [https://financialaid.uoregon.edu/cost\\_of\\_attendance\\_graduate](https://financialaid.uoregon.edu/cost_of_attendance_graduate)

RECURRING EXPENSES		
Type of Expense	Amount	Description
UO non-instructional mandatory fees – fall, winter, spring terms	\$738-760/term (dependent on credits enrolled)	Charged <u>every fall, winter, and spring term</u> that you are enrolled and includes building, incidental, health center, recreation center, and Union fees.
UO non-instructional mandatory fees – summer term	\$512	Charged during summer term and <u>not</u> covered by a ‘summer sandwich’ tuition waiver for which graduate employees (GEs) may qualify.
Course fees	\$60/course	Some electives you may choose to enroll in have fees associated with them. A partial list of CPSY courses with fees includes: Theories of Career Development and Psychological Assessment. In addition, there is a fee associated with some Externships. Fees cover the costs of clinical and assessment materials, presenters, and other resources used in class and/or not available at all sites.
Books and other course materials	Variable	Instructors may require the purchase of course texts, readers, and additional course materials.
YEAR 1 ONLY		
Type of Expense	Amount	Description
College criminal background check	\$38-50 (depending on which option the student chooses)	Required to begin the academic program
UO Matriculation fee	\$430	Charged one time during your first term of enrolling



**APPENDIX I**  
**Prevention Science Directory**

<b>PrevSci Faculty/Staff</b>	<b>EMAIL</b>	<b>PHONE</b>
HEDCO mtg room reserve	cphsstudent@uoregon.edu	
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