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

Prevention Science (PREV)
Doctoral Program

STUDENT HANDBOOK
2021-2022

Program Directors
Nicole Giuliani, Ph.D.
Nichole Kelly, Ph.D.

Associate Director
Anne Marie Mauricio, Ph.D.

Department Head
Beth Stormshak, Ph.D.

Academic Program Coordinator
Danette Roberson (prevsci@uoregon.edu)

Please note that this handbook does not integrate COVID-specific modifications or procedures because they are quickly evolving. Please see the following link for more details:

https://coronavirus.uoregon.edu/

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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) 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

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 five primary objectives for the Prevention Science Ph.D. training program 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; and (5) To produce graduates who demonstrate in-depth knowledge in a specialization area of prevention science (e.g., advanced methodology, school-based health, neuroscience). 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."

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

Once enrolled, students will be assigned to a primary advisor. As part of the training experience, students may join research projects and activities of current faculty within the 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 its courses and seminars, integrating the best of available courses and opportunities from our highly ranked COE. The curriculum promotes a strengths-based orientation and advocates community involvement at all levels of learning and application. Coursework is provided concurrent with exposure to applied research. The program requires a minimum of 105 quarter credit hours of course requirements, which includes a minimum of 18 quarter credit hours of dissertation work. Requirements also include completion of a Pre-Dissertation Research Paper; successful completion of the Comprehensive Examination; completion of minimum of 9 quarter credit hours (i.e., 3 courses) in one specialty area (examples of which include: (1) School-based health, (2) Advanced methodology, (3) Neuroscience, (4) Community wellness and equity promotion, (5) College student development); and completion of a dissertation. Completion of the aforementioned requirements leads to a Doctorate of Philosophy (Ph.D.) in Prevention Science. See the Prevention Science blog (https://blogs.uoregon.edu/prevsci/) for the Society for Prevention Research (SPR) Standards of Knowledge for the Science of Prevention that inform our curriculum. 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?"

College and University Mission Statements

Our ecological orientation and emphasis on contextual considerations, the generation of knowledge, and scholarly excellence are enthusiastically supported by our department, the COE, and the University of Oregon. In that regard, the COE's purpose is "to produce scholars and practitioners who promote meaningful change in local, national, indigenous and international communities, to educate and support our students in the critical evaluation and adoption of science-based practices, and to accelerate multidisciplinary research to be applied innovatively within education, health, and human service organizations around the world."

The University of Oregon mission statement states that it is "a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically." The university also aspires "to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions" and seeks "to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service."

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;
- Goal #5: Graduates demonstrate in-depth knowledge in a specialization area of prevention science (e.g., advanced methodology, school-based health, neuroscience).

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, #5)

- Competency 6: Students demonstrate awareness, understanding, and incorporation 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 and course grades, pre-dissertation paper, comprehensive examination, dissertation, performance on graduate assistantships, advising feedback on professional and academic development as well as research production process, and annual student reviews. We will use specific Program Competencies described above as benchmarks for student performance and development. Processes in place for improving the program, curriculum, and instructional and research opportunities include engaging in routine student feedback, instructor evaluations, connecting with advisors and cohort members in informal and formal ways, the COE annual student survey, and other methods. We will also hold monthly faculty meetings with 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.

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 (541-346-1155, uoaec@uoregon.edu) send a letter verifying your disability. Disabilities eligible for accommodations are broad. Please refer to the center's website for details: https://aec.uoregon.edu/.

Continuous Enrollment
Unless a formal 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 a minimum of 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.

Please see the following website for additional details regarding credit limits for full-time students: https://graduatestudies.uoregon.edu/academics/policies/general/credit-limits-full-time-course-load

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 graduate course credits may request a substitution of previous graduate level coursework for required program courses (i.e., credit transfer). Graduate credits earned may be counted toward the Prevention Science degree under the following conditions: (a) Total transferred credits may not exceed 15 credits (exceptions may be made on a case by case basis), (b) The courses must be relevant to the degree program, have reasonable content overlap, and taken at the graduate level, (c) The student's program faculty advisor, program director, program core faculty, and the Graduate School must approve the transfer, (d) The grades earned must be A+, A, A-, B+, B, or P, and (e) The courses must be taken in the last 7 years. If previous graduate level coursework was counted towards another degree that student has previously received, then credit transfer is not an option. In such cases, students can choose to waive courses (see process below) but they still need to complete the required numbers of credits for this degree program.

Difference between credit transfer and course waiver: When you transfer credits for coursework you have previously completed, you do not need to take those courses again and your credits get transferred (so you do not need to take other courses in lieu of the waived coursework to complete program required credits). When you waive a course, you do

not need to take that specific course, but you still need to take some other course in lieu of that to complete the required program credits (i.e., when requesting a course waiver, credits are ***not*** transferred).

Also, 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.

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.

Grad school doctoral policies and procedures can be found at https://gradschool.uoregon.edu/policies-procedures/doctoral/

In very rare circumstances, we may consider waiving course requirements if a student has extensive professional experience that overlaps with course content and that student can document the extent of their knowledge. Students should talk with their advisor if they believe this applies to them; if advisor approves, final approval is similar to the procedures noted above for course waivers and include program director, instructor and core faculty approval.

Grade Requirements

In order to maintain academic standing as a graduate student, all students must meet the requirements specified by the Graduate School, the COE, and the Prevention Science Doctoral Program.

All Prevention Science doctoral students must maintain at least a 3.0 grade point average (GPA) in graduate courses. All program required courses (including electives that count toward the 105 program credits and those used for the specialty area) must be taken for a grade, with the exception of 601, 605, 607, 609 or similar courses that are only 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 (see https://graduatestudies.uoregon.edu/academics/policies for more details, select "Grades and Incompletes" and "Yes" for the petition form).

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. Under no circumstances may photos, videos, or "screenshots" of classmates, instructors, of guests be taken without written permission from those being photographed or recorded.

Children/Guests in the Classroom

Our faculty wish 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. 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 individualized program plan (see Appendix B), review their academic and professional backgrounds, and to meet any specific needs regarding class schedule or support services.

Minimum student responsibilities include:

- Completing an Individualized 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 an Individualized 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 students' individualized 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 UOID 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 some HEDCO rooms. To submit a room reservation request, send an email to cphsstudent@uoregon.edu with the following information:

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

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

During business hours, students also have access to other facilities in HEDCO. The Learning Commons (LC) is located on the first floor. It is a student work area with desktop computers running both Mac and Windows with SPSS, Microsoft Office, and internet, and a student run help-desk. Students may check out a laptop and adaptor (ask about current return timelines). Printing (for a fee) is provided through the campus cash system with both black and white and color printing. There are also large panels that students can hook up to their laptops for group work activities. There are small group rooms and individual study rooms that can be reserved. Check their website for current hours and availability: https://learningcommons.uoregon.edu/.

The Education Station Café is a favorite spot for people from all over campus. It can be found on the ground floor of the HEDCO building. Buy snacks and fresh-brewed coffee. Check their website for current hours of operation: https://education.uoregon.edu/education-station-cafe. If you use your own cup, you save $$.

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 breech). Therefore, the remediation policy does not obligate program faculty members to follow or provide specific procedures or activities since each situation is unique and efforts and decisions must be individually tailored to each situation.

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

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

2. Early screening procedures to assure admitted students have the necessary skills to succeed. Program students are required to meet with their faculty advisor once per term, and more frequently when useful. It is the student's responsibility to initiate per term meetings with his/her faculty advisor. It is the faculty advisor's responsibility to be reasonably available for these regular meetings. Moreover, students are encouraged to inform their faculty advisor about any needs for accommodation. It is the student's responsibility to initiate contact with program faculty about his/her/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. Failure to complete the remediation plan after three attempts will result in dismissal from the 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.

Background Checks. Background checks are no longer required for prevention science students. They may be required, however, for externships and, in rare cases, GE positions. Students should check with their supervisor regarding this requirement. A copy of the form required for a background check can be found on the prevention science blog (https://blogs.uoregon.edu/prevsci/program-information/).

Coursework Details

LIST OF REQUIRED COURSES

Required coursework covers the following domains:

1. Core Psychological Foundations (26 credits minimum);
    - CPSY 621: Lifespan Developmental Psych (3)
    - CPSY 642: Child/Family Interventions (4) or other intervention-focused course (3-4)
    - CPSY 645: Health Promotion and Equity (3) or other health-related course (3-4)
    - PREV 631: Intro to Prevention Science (3)
    - PREV 633: Contemporary Issues in Public Health (3)
    - PREV 634: Implementation Science (3)
    - SPSY 650: Developmental Psychopathology (4)
    - SPSY 652: Bio Aspects of Behavior (4)
2. Research Methods (24 credits minimum);
    - EDUC 612: Social Sci Research Design (3)
    - EDUC 614: Educational Statistics (3)
    - EDUC 620: Program Eval I (3)
    - EDUC 621: Program Eval II (3) or other advanced research methodology course (3-4)
    - EDUC 640: Appl Stat Design & Analysis (3)
    - EDUC 642: Multiple Regression in Educ (3)
    - EDUC 644: Multivariate Stats (3)
    - EDLD 628 HLM I (3) or EDLD 633 SEM I (3)
3. Research Credits (PREV 601) (15 credits minimum);
4. Specialty Area (9 credits minimum);
5. PREV Seminar credits (PREV 607) (9 credits minimum)
6. Grant Writing (SPED 626) (3 credits)
7. Supervised College Teaching (PREV 602) (1 credit)
8. Dissertation (PREV 603) (18 credits minimum)

See the University of Oregon course catalogue, organized by academic year, for brief descriptions of courses: https://registrar.uoregon.edu/uo-course-catalog-archive-and-course-descriptions

Some General Notes Regarding Courses

As noted earlier, students may be enrolled in a minimum of 3 credits unless an official leave of absence has been approved. In order to be eligible for a GE position, students must be enrolled in a minimum of 9 credits each term they plan to have a GE. Within those limits, there is flexibility in terms of how many credits are completed each term. Note that extra fees are accrued if students enroll in more than 16 credits in a single term (https://graduatestudies.uoregon.edu/academics/policies/general/credit-limits-full-time-course-load). Additionally, courses completed are generally not repeatable. If students are interested in repeating a course, a formal request should be submitted to your advisor. This request will be taken to the course instructor and core faculty for consideration.

Specialty Area

Students are required to take a minimum of 3 content courses (9 credits minimum) in a Specialty Area. Some examples of Specialty Area topics include: (1) School-based Health; (2) Advanced Methodology; (3) Neuroscience; (4) Community Wellness and Equity Promotion; or (5) College Student Development. Externship credits do not count towards the specialty area course requirements. Additionally, courses cannot be "double-counted" as a PREV required course and a Specialty Area elective, with the exception of quantitative research methods (https://education.uoregon.edu/qrme/specialization) and data science (https://education.uoregon.edu/data-science-specialization-educational-leadership) specializations. Please note that both of these specializations require a final

written project. Please consult with your advisor and someone in the specialization to ensure that one of your program requirements meets the standards of this specialization requirement. Additionally, in rare cases where there are no courses that fit the student's specialty area interests and facilitate exposure to diverse instructors and disciplines, students can use up to 3 research credits towards their specialty area with approval from the student's advisor and program director. Courses can be drawn from existing courses in the COE, as well as University wide. Students select their Specialty Area and the associated courses in consultation with and approval from their Advisor.

Research Methodology coursework: All PhD students in the COE are required to enroll in a minimum of 6 courses in educational research methodology. The list of required research methodology courses in the general program plan meets this requirement (see bolded courses below). In selecting the courses, students are required to enroll in courses from two of the following four traditions of research methodology in a 4+2 (4 courses from one tradition and 2 courses from another tradition) or 5+1 (5 courses from one tradition and 1 course from another tradition) combination (please note, reading credits do not count towards research methodology coursework requirements):

Quantitative Tradition: EDUC 614, EDUC 616, **EDUC 640**, **EDUC 642**, **EDUC 644**, EDUC 646
Qualitative Tradition: EDUC 630, EDUC 632, EDUC 634, EDUC 636
Single-Subject Tradition: EDUC 650, EDUC 652, EDUC 654, EDUC 656
Program Evaluation Tradition: EDUC 620, EDUC 621

A note about how Prevention Science program requirements: Program evaluation (EDUC 620) and either HLM I or SEM I are required for the Ph.D. program. If you would like to use these to work toward the Research Methodology coursework requirement, you will need to take two courses in the tradition you choose (program evaluation or HLM/SEM). Here are some examples of how that might work:

- The HLM/SEM 4+2: EDUC 614, 640, 642, 644; HLM I and II or SEM I and II; EDUC 620
- The program eval 4+2: EDUC 614, 640, 642, 644; EDUC 620 and 621; HLM I or SEM I
- The qual 4+2: EDUC 614, 640, 642, 644; Qual I and Qual II; HLM I or SEM I; EDUC 620
- The quant 5+1: EDUC 614, 640, 642, 644 + 1 more advanced EDUC quant class; HLM I or SEM I, EDUC 620

Student Exchange Program: We have an academic partnership with the Prevention Science program at the University of Croatia that enables exchange of students and faculty. Students interested in this exchange program should send an email to prevsci@uoregon.edu.

Research Requirements
The PhD program is a research-intensive program. 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 9 credits in PREV research seminar (PREV 607); and (d) completion of a minimum of 15 credits in PREV 601 (research); any credits used toward the specialty area do not count towards this minimum requirement.

Pre-dissertation Research Paper
All students will complete a Pre-Dissertation Research Paper. To stay on track for the four-year degree, this should be completed by the end of summer of their second year. Students who completed a masters' thesis or masters' thesis research equivalent before entering the Prevention Science program can choose to have their thesis evaluated by their advisor and the Program Director to determine if it meets the Prevention Science thesis/pre-dissertation research project requirement. In order for prior masters' thesis or equivalent to be considered, the focus of the paper must be prevention-science oriented. The pre-dissertation paper will be reviewed and approved by the student's advisor. The advisor is expected to provide early feedback on an outline and analytic approach (if applicable) for this requirement, as well as intermittent verbal assistance with decision-points related to conceptualization and analyses; otherwise, this paper is expected to be completed independently and reflect the work of the student. After the Pre-Dissertation Research Paper is submitted for the programmatic requirement, students are encouraged to work closely with their advisor on further edits for publication purposes. The approval form can be found in Appendix C and on the Prevention Science blog (https://blogs.uoregon.edu/prevsci/program-information/).

The following 2 options may count as a pre-dissertation paper:

1. You may write an empirical research paper to fulfill this requirement. Selection of research methods and analyses should be done in consultation with your advisor. This paper is expected to be of publishable quality, as evaluated by your advisor, and may be supervised by your advisor or another faculty member. The paper may be a pilot study for your dissertation or a separate research project altogether.
2. A student who has extensive experience with data collection/analysis/empirical research may write a critical scholarly literature review that is of publishable quality.

We encourage you to use this opportunity to develop your expertise in your area of interest. While this requirement can not also be used for your dissertation, nor can you use prior class assignments for this requirement, we encourage you to use knowledge gained from prior assignments to inform your writing (e.g., you can use a literature review conducted for a prior class as a starting point for this requirement).

Comprehensive Examination Paper

Students will write a review article or an empirical paper to submit for publication. The topic will be related to the students' research focus and will be agreed upon with the advisor. Work on the comprehensive examination can be completed after the pre-dissertation research paper is completed and approved. The comprehensive examination paper may build upon the pre-dissertation research paper, but needs to be a separate, publication-quality product. Like with the pre-dissertation paper, the advisor is expected to provide early feedback on an outline and analytic approach (if applicable) for this requirement, as well as intermittent verbal assistance with decision-points related to conceptualization and analyses; otherwise, this paper is expected to be completed independently and reflect the work of the student. After the comprehensive examination paper is submitted for the programmatic requirement, students are encouraged to work closely with their advisor on further edits for publication purposes.

A committee comprised of the advisor and second reader (one other tenure-track faculty member, either core or affiliated, chosen by the student in consultation with the advisor) within the Prevention Science doctoral program will evaluate the comprehensive examination paper (see Appendix D for list of current core and affiliated faculty in Prevention Science). See Appendix E and the Prevention Science blog (https://blogs.uoregon.edu/prevsci/program-information/) for the comprehensive examination evaluation and rating sheet. A score of 3 (out of 5) is the cut-off or passing score for the comprehensive exam. The average score across the two reviewers (i.e., advisor and second reader) will be used as the final score. A single evaluation form should be used to present the average score to the student. If a passing score is obtained, this form should be signed by the student, advisor and second reader, and then emailed, along with a copy of the comprehensive examination paper, to the academic coordinator. A third reader will be asked to review the comprehensive exam if there is a wide discrepancy in the scores of the two reviewers. **The comprehensive examination paper should be completed by end of year 3 in the program to stay on track for the four-year program graduation**. The comprehensive exam must be completed prior to advancement to candidacy.

If a student fails to pass the comprehensive exam, the committee (comprised of the student's advisor and second reader) will create a remediation plan and timeline for completion in consultation with the student and the program director.

Dissertation Requirements

Students must take a minimum of 18 dissertation credits (PREV 603), form a dissertation committee (at least 4 members as defined in the COE and UO), defend their dissertation proposal to their committee, write their dissertation, and give an oral defense of their dissertation. All UO Graduate School dissertation requirements must be adhered to. Students will be required to have faculty members from at least two (preferably three) disciplines on their dissertation committee.

Student Evaluation

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

As part of the annual evaluation process, the student and advisor are required to discuss how the advisor-advisee relationship is working out for both of them and what changes need to be made (if any). Changes may include switching advisors or transitioning to a co-advising arrangement. If changes to advising arrangements are made, the student should discuss their plans with their current advisor, proposed new advisor, and send an email to the program director requesting a change of advisor. Both faculty members (current and new advisor) should be copied on this email.

Please see Appendix F and the prevention science blog for the Annual Student Evaluation Form (https://blogs.uoregon.edu/prevsci/program-information/).

Teaching Competency Requirements

The teaching competency is met by passing the class PREV 602: Supervised College Teaching and by completing a variety of additional activities for which you receive points. You must complete 3 "points" to pass this competency. A list of acceptable activities for this competency requirement includes, but is not limited to the following:

- Making a class presentation of 75-90 minutes that you deliver in a course in which you are not enrolled (1 point);
- Teaching a course (3 points);
- Facilitating groups in a group teaching format through one entire term (1 point);
- Giving an oral presentation (not a poster session) at a state, regional, or national conference (that is different from a class presentation that you may have given) (1 point);
- Giving a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point).

It is necessary that you be proactive in setting up these experiences. For example, a student who has the responsibility to teach a class would meet the requirement of this competency (e.g., 3 points). However, another student may choose 3 different teaching opportunities (e.g., a lecture, a workshop, and a regional oral presentation on an area of specialty). Competency is met by having at least one (1) lecture reviewed and critiqued by a tenure-line faculty member or approved equivalent. If you choose to have additional lectures or presentations observed, they may be critiqued by the students/audience. You must provide written documentation describing each qualifying activity and provide evidence in writing of the evaluations and critiques you received (e.g., student evaluations). Presentation and public teaching skills will be part of this requirement, as well as quality of content presented. The added benefit of this competency is that you will receive specific feedback on your presentation skills that will serve you during your job selection process. Passing the course PREV 602: Supervised College Teaching requires the completion of a statement of teaching philosophy, which is described in the course syllabus. You may enroll for your required supervised college teaching credit prior to or simultaneously with fulfillment of this requirement, but should discuss this with your advisor and clarify what your teaching competency agreement is prior to registering. Please note that students have who a Family and Human Services (FHS) GE must register for PREV 602 with the faculty person who oversees FHS GEs. Students are permitted to register for PREV 602 with another instructor (most commonly the advisor) if they are not an FHS GE and their competency requirements will largely be monitored by this faculty person.

Procedure

Organize your teaching competency requirements with your advisor. You will create a "teaching portfolio" that contains your lecture notes, evaluations of your teaching from each experience, overheads and handouts used, and feedback received. Written materials should include a brief statement of goals, objectives, and activities (e.g., topic, audience composition, and when, where, and how instruction was provided); you will be expected to provide evidence of the evaluations you received (e.g., student evaluations, audience feedback/critiques). Documentation that you have passed the Supervised College Teaching Course (checklist is included with the syllabus) and your statement of teaching philosophy should also be included in the portfolio.

Your advisor will sign the teaching comp form to verify each of the "3 points" and review your teaching critiques. Completed teaching competency materials will then be signed by the Program Director. The teaching competency does not need to be completed prior to advancing to candidacy. The only way to fail this competency is to not complete the requirements. Students who do not complete the requirements will be considered "not in good standing." See Appendix G for the Teaching Competency Plan and Evaluation Form or access it on the prevention science blog as well (https://blogs.uoregon.edu/prevsci/program-information/).

In sum, the teaching competency is met by completing the following:

A) Pass the class PREV 602: Supervised College Teaching and provide documentation
B) Attach statement of teaching philosophy (completed to pass PREV 602)
C) Earn 3 teaching-activity points
D) Have 1 lecture reviewed by a tenure-line faculty member, or approved equivalent
E) Submit a brief descriptive statement for each teaching activity
F) Provide written evidence of teaching activities
G) Acquire signatures from your advisor and the program director
H) Turn in copy of signed approval page to the academic program coordinator and your advisor

Prevention Science Doctoral (PhD) Program Plan (2021-2022 Academic Year)
College of Education/ University of Oregon

Prevention Science (PREV) PhD (105 total credit hours, includes 18 minimum Dissertation credits)
Model 4 – Year Doctoral Program Curriculum Progression, B.A. or B.S. Entry

FIRST YEAR			
Fall	***Winter***	***Spring***	***Program Milestones***
PREV 631 – Intro to Prevention Science (3)	EDUC 614 – Educational Statistics (3)^	EDUC 640 – Appl Stat Design & Analysis (3)^	
EDLD 651 – Introductory Educational Data Science (3) (Recommended Elective)†	CPSY 645 – Health Promotion and Equity (3) or other health-related course (3-4)	PREV 601 – Research (2-4)*	
EDUC 612 – Social Sci Research Design (3)	PREV 634 – Implementation Science (3)	PREV 607 – PREV Res Sem (1)	
PREV 633 – Contemporary Issues in Public Health (3)	PREV 601 – Research (1-5)*		
PREV 601 – Research (1-5)*	PREV 607 – PREV Res Sem (1)		
PREV 607 – PREV Res Sem (1)	*Individualized program plan completed and turned in to your advisor and academic coordinator by the end of winter term of first year*		
SECOND YEAR			
Fall	***Winter***	***Spring***	***Program Milestones***
EDUC 642 – Multiple Regression in Educ (3)	Intervention-focused course (3-4)***	Specialty Area Class (3-4)**	
SPED 626 – Grant Writing (3)	EDUC 644 – Multivariate Stats (3)	SPSY 650 – Devel Psychopathology (4)	
PREV 601 – Research (2-8)*	EDUC 620 – Program Evaluation I (3) (E)	PREV 607 – PREV Res Sem (1)	
PREV 607 – PREV Res Sem (1)	PREV 601 – Research (1-3)*	PREV 601 – Research (1-5)*	
CPSY 621 – Lifespan Developmental Psych (3)	PREV 607 – PREV Res Sem (1)		Complete pre-dissertation paper by summer of year 2
THIRD YEAR			
Fall	***Winter***	***Spring***	***Program Milestones***
Specialty Area Class (3-4)**	SPSY 652 – Bio Aspects of Behav. (4) (O)	Specialty Area Class (3-4)**	Complete comprehensive exams by summer of year 3
PREV 602 – Supervised College Teaching (1-3)	EDLD 628 HLM I (3) (EOY) / EDLD 633 SEM I (3) (EOY)	PREV 601 – Research (2-11)	Fulfill specialty area requirements by summer of year 3
PREV 601 – Research (4-10)*	PREV 601 – Research (1-5)	PREV 607 – PREV Res Sem (1)	Propose dissertation by Fall of year 4
PREV 607 – PREV Res Sem (1)	PREV 607 – PREV Res Sem (1)	Advanced research methodology course (3-4)***	
FOURTH YEAR			
Fall	***Winter***	***Spring***	***Program Milestones***
PREV 603 – Dissertation (var: 6-15)	PREV 603 – Dissertation (var: 6-15)	PREV 603 – Dissertation (var: 6-15)	Complete and defend dissertation by Spring of year 4

EOY – offered every other year, alternating years: (E) – offered even years, (O) – offered odd years, determined by the calendar year for Fall term (e.g., 2021-2022 is an odd year)
†Please note that EDLD 651 is not a required course. However, we strongly recommend this course fall quarter your first year. This course will introduce you to the statistical software program R, which will be used for all statistical courses that you complete while in the program. ^Please note that multiple sections of EDUC 614 will be offered winter quarter and multiple sections of EDUC 640 will be offered spring quarter. You should register for the sections in which course content will be taught in the statistical software R. As this is the only software in which statistical courses will be taught after the 2021-2022 academic year, it is important to start developing your proficiency with the software this year. *Students may register for more PREV 601 research credits each term for first three years based on participation in research projects/teams. **Specialty area (9 credit min, 9-12 credit total): students take a min of 3 courses (9-12 credits) in an identified "specialty area." Example areas include: School Based Health, Adv. Methodology, Neuroscience, Community Wellness & Equity Promotion, Col. Student Development, Courses from COE and other UO departments can be taken to fulfill the specialty area (e.g. Biology, Psychology, Human Phys.). *** Intervention-focused course examples - CPSY 642: Child/Family Interventions (4), EDLD 623: Culturally adapted interventions (3), SPSY 631:

Academic and Behavioral Interventions. Advanced research methodology course examples – EDUC 621: Program Eval II (3), EDUC 646: Advanced Research Design (3), EDLD 634: SEM II (3), EDLD 629: HLM II (3), PREV 610: Applied Mediation and Moderation Analysis, PREV 610: Adaptive Designs, PREV 640: Meta-Analysis I, PREV 641: Meta-Analysis II

Summary: 105 total minimum credit hours (includes 18 minimum Dissertation credits)

- 26 Core Psychological Foundations (8 courses)
- 24 Research Methods Course Credits (5 EDUC course sequence + SEM I or HLM I + program eval I + any other advanced research methodology
- 9 Specialty Area Credits (9-12 credits in courses)
- 15 Research Credits (PREV 601)
- 9 PREV Seminar Credits (PREV 607)
- 18 Minimum Dissertation Credits (PREV 603)
- 3 Grant Wring Credits
- 1 Supervised College Teaching credit

Graduation Requirements and Process

MS degree en route to PhD
Students will qualify for an MS degree en route to the PhD if they have completed all graduate school requirements (https://gradschool.uoregon.edu/academics/completing-degree/masters-minimum-requirements) and completed their pre-dissertation paper.

Advancement to Candidacy
The program faculty recommend you for Advancement to Candidacy upon passing the following required competencies of program: (1) Coursework; (2) Specialty Area Coursework; (3) Pre-dissertation Research Paper; and (4) Comprehensive Exam. Advancement to Candidacy in the UO College of Education requires that PhD students have demonstrated competency across the domains of professional standards, scholarly communication, and educational inquiry. In the Prevention Science PhD program, the comprehensive examination process is used to determine advancement to candidacy and is the mechanism by which students demonstrate: (1) their knowledge and expertise in a specific area of study; (2) integration of knowledge related to their topic area, and (3) competence in their understanding of prevention science research and methodologies, adherence to scientific rigor, and their readiness to initiate their dissertation research project. First you must complete a form on the Prevention Science program webpage (https://blogs.uoregon.edu/prevsci/program-information/), called *Advancement to Candidacy* (see Appendix H). You need to have the dates when you submitted and the dates when you passed both your pre-dissertation research paper and your comprehensive exam. This form must be signed by your advisor. Then you return the form to the academic program coordinator. The academic program coordinator will then electronically confirm the information for advancement to candidacy and send it to the Graduate School. The student, faculty advisor, and the academic program coordinator receive notice of successful advancement from the Graduate School via email. All advancement documents are kept in the student's confidential academic file.

Candidacy Advancement Chronology & Checklist

1.	By the end of summer of second year, complete the pre-dissertation research paper. Prior to submission of this paper, you must have completed all first and second year courses listed in the general program plan. After you have successfully completed at least 45 credits of graduate coursework, complete the paperwork to advance to Level II GE (important, the student is responsible for initiating this process, see the following website for details: https://graduatestudies.uoregon.edu/academics/policies/ge/levels-appointment).
2.	By the end of summer of third year, complete the comprehensive exams.
3.	Students must complete a minimum of 9 credits in an identified "Specialty Area" before they can advance to candidacy.
4.	Complete the Advancement to Candidacy form (Appendix H). Obtain Advisor signature and submit to the Academic Program Coordinator.
5.	Initiate the on-line Advancement process on GradWeb, http://gradweb.uoregon.edu.
6.	Your Advancement Letter from the Graduate School is sent to you, your advisor, and the Academic Program Coordinator via email ("Congratulations NAME on your advancement to candidacy . . ."). Forward this email to your GE Business Manager for a GE Level III promotion. Your new payment level will begin the term following your Advancement.

Advancing to Level II GE: Students who have completed at least 45 credits of graduate coursework can advance to a Level II GE. Students entering the doctoral program with a masters degree in Prevention Science or a related field (i.e., Public Health, Human Development and Family Services, Psychology, Sociology, Social Work, Couples and Family Therapy) are eligible to apply for a Level II GE. If the student does not have a masters degree in one of these related disciplines, but has taken at least one academic year of graduate level coursework in human development/child development, community/ecological focus, and research methods/stats - then decisions regarding Level II GE eligibility will be made on a case by case basis.

Advancing to Level III GE: Students who have advanced to candidacy can advance to Level III GE (https://graduatestudies.uoregon.edu/academics/policies/ge/levels-appointment).
NOTE: Again, students need to initiate the paperwork required to advance to Level II or Level III GE. Faculty/staff will not initiate on their behalf and the upgrade does not happen automatically. See details about GE levels of appointment: https://graduatestudies.uoregon.edu/academics/policies/ge/levels-appointment.

DISSERTATION

Dissertation Committee Appointment
The following must be completed prior to appointing a dissertation committee: (1) Complete all required competencies of the program; and (2) Advance to candidacy. The Graduate School requests that your dissertation committee be appointed within one month of Advancement. It is strongly recommended that you appoint your dissertation committee the same term in which you advance to candidacy. Meet with your advisor to solidify your dissertation idea and identify potential committee members.

To create your Dissertation Committee, complete the *Dissertation Committee Appointment Recommendation* form under the "General Policies" section: https://coedocs.uoregon.edu/display/governance/Academic+Forms+and+Policies. Turn the completed form in to the academic program coordinator, who will then submit the information to GradWeb. Your committee must include four members: 1 chair (your advisor), 2 core members (at least one of whom needs to be from the CPHS Department), and 1 institutional representative (who must be external to the CPHS Department). Review the Dissertation Committee Policies on the Graduate School website: https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy.

Dissertation Proposal Approval
Consult with your advisor, typically the chair of your dissertation committee, about scheduling a date and time to defend your dissertation proposal. Make arrangements with the academic program coordinator to reserve a room for your defense, obtain the *Dissertation Proposal Approval Form* from under the "General Policies" section: https://coedocs.uoregon.edu/display/governance/Academic+Forms+and+Policies, and have your committee sign the form, signifying that each member has approved your dissertation proposal. Turn in the completed form to the Academic Program Coordinator.

Your advisor will need to review multiple drafts of your proposal before it goes to your committee. Students need to send their dissertation proposal to the committee 1-2 weeks in advance of the proposal defense date. Keep in mind that faculty are not on contract during the summer. To stay on track for graduating on time, students must defend their dissertation proposal by the Fall of Year 4.

Dissertation Proposal Defense Attendance Policy
The student should attempt to have all committee members attend the proposal defense. If there are extreme scheduling conflicts among the four committee members, the chair and any other 2 members (for a total of 3) must be in attendance at the proposal defense. The advisor must approve scheduling the defense without the fourth member. The member not attending must provide a statement stating (s)he has read the document, and provide feedback on the document. Students must consult with their advisor and the program director in the case of any other circumstances that prevent the required committee members to be present for the proposal defense.

Memorandum of Understanding (MOU) Dissertation Proposal Defense
Students need to prepare a memo documenting your dissertation committee's response to your oral defense of your dissertation proposal (see prevention science blog for a basic template, https://blogs.uoregon.edu/prevsci/program-information/). Document any modifications to the proposed study, decisions made during the defense, and recommendations made by committee for the final product. After your dissertation chair has reviewed and approved the memo, the memo should be sent to each member of the dissertation committee, the dissertation chair, and a copy provided to the Academic Program Coordinator, within 3 weeks after the proposal defense.

Enrolling for Dissertation Credit
Students may enroll in dissertation credits after Advancing to Candidacy. All students must complete a minimum of 18 dissertation credits. Make sure that you comply with continuous enrollment requirements established by the University. Students making satisfactory progress toward the completion of the dissertation will receive a grade of "P" (pass). An "I"

(incomplete) grade will only be assigned for students who did work of acceptable quality during the term, but some component of the work was not completed within the timeframe expected.

Research Compliance
If your research includes human subjects and requires the human subjects review process, it must be successfully completed before beginning your project. This requirement applies no matter where the research is actually conducted, or who is solicited for participation. This requirement also applies to the use of existing data, both at the University of Oregon or elsewhere, such as the Prevention Science Institute, Oregon Social Learning Center, or Oregon Research Institute. ***You may not begin any part of your data collection activities or solicitation of research participants until the Office of Research Compliance Services (RCS) has approved your proposal. The RCS is commonly referred to nationwide as the Institutional Review Board (or IRB). RCS is the UO IRB and these terms are used interchangeably.*** Procedures for approval of human subjects research can be obtained from https://research.uoregon.edu/manage/research-integrity-compliance/human-subjects-research or call (541) 346-2510. In 2007, new education requirements (called CITI) were added to the research approval process and require you to complete a series of on-line education modules on the protection of human subjects in research. Allow time to complete these modules prior to submission of research proposal. Modules are accessed online via the website listed above.

Please read the following information regarding whether you need to apply for IRB approval if you are using an existing dataset.

a) If you are using an existing dataset for your pre-dissertation research project, or dissertation, AND the dataset contains participant identifying information, you MUST apply for IRB approval.

b) If you are using an existing dataset for your pre-dissertation research project, or dissertation, and the data set does NOT contain participant identifying information, you do NOT have to apply for IRB approval.

An EXCEPTION to point (a) and (b) is:
c) If your dataset is from an agency that requires you to get UO IRB approval to use its data, then you must ***follow any guidelines*** and apply for IRB approval.

Acceptable Topics and Methods
The dissertation must be an empirical investigation that makes a contribution to the existing knowledge base in a topic area related to the field of Prevention Science. Dissertation research requires the integration of theoretical and empirical knowledge and research skills within the context of the practice of Prevention Science. In its completed form, the dissertation will be judged largely upon the ability of the candidate to: (1) review and make critical use of the theoretical and empirical literature; (2) formulate research questions that emerge logically from existing literature; (3) design an original investigation that generates or utilizes existing data to answer the research questions; (4) accurately analyze, present and interpret the data; and (5) present the scientific and practical implications of the research in the context of the current body of knowledge on that topic. Topic areas and research methods must be approved by the chair and must be in a topic area and use research methods within the general expertise of the chair (your advisor). We recognize the rich diversity of methods available to our discipline that facilitates the generation of scientific knowledge. While program faculty members are open to a range of scientific methods, students may only utilize methods: (1) for which they have sufficient training; (2) that can be adequately supervised by the doctoral committee; and (3) for which they have committee approval. You must work closely with your advisor in the development of the dissertation study.

Scheduling the Final Oral Defense
Many students find this process confusing. Carefully review the information below and ask the Academic Program Coordinator if you need clarification.

See the Graduate School's website for dissertation-related deadlines (http://gradschool.uoregon.edu/deadlines-doctoral) and necessary forms (http://gradschool.uoregon.edu/policies-procedures/doctoral/defense) associated with your application for degree and final defense. You may defend your dissertation in spring term before you graduate or

any time during your final year. Keep in mind that when your committee reviews your dissertation document your committee may require additional changes and that these changes may requires you to postpone your defense date. It is your responsibility to allow ample time for your committee to read your dissertation and for you to make any necessary changes, and as such you are required to turn in your completed dissertation –which has been approved by your advisor – to your committee members three (3) weeks prior to the final defense date (which is consistent with the Graduate School's policies).

Students should NOT provide any food or beverage whatsoever (even water bottles) for committee members at proposal meetings and dissertation and thesis defenses. The power differential in the student and faculty professional roles may lead to ambiguity, or to a perception of coercion within this process.

Procedures for defending:
The Graduate School website states "You are required to graduate during the term of your defense."

1. During FALL TERM, review doctoral policies and procedures, available at the following web site: http://gradschool.uoregon.edu/policies-procedures/doctoral.
2. Register for the appropriate number of Dissertation (PREV 603) credits based on when you're planning on defending, specifically 3 credits the term before and the term of your defense.
3. Check the Graduate School's deadline, and submit an Application for Advanced Degree through GradWeb's "Oral Defense" menu. (Check the Graduate School web site for completion deadlines—you must complete the Application for Advanced Degree by the deadline during the term you are defending, not the term you are graduating - http://gradschool.uoregon.edu/deadlines-doctoral).
4. Check the Graduate School's deadline for last possible day to file for final oral defense. Confirm defense date/time/location availability of all committee members approximately four (4) weeks before defense.
5. Contact the Academic Program Coordinator to reserve a room for your defense. Please note that, while it is preferred to have the student and all committee members physically present at the final oral defense, it is permissible for the student and/or committee members to participate remotely, provided the conditions below are met:
    a. Advance agreement of the student and all committee members has been obtained;
    b. All remote participants must join in with two-way audio and video connections;
    c. Any visual aids or other materials must have been distributed in advance to the remote participants;
    d. The committee members must participate in the complete meeting, discussion, presentation, and evaluation; and
    e. The student is responsible for making technological and logistical arrangements.
6. Once you have completed your Application for Advanced Degree using GradWeb, you will be permitted to complete the online process for obtaining Confirmation of Agreement to Attend an Oral Defense (http://gradschool.uoregon.edu/policies-procedures/doctoral/defense), also found on GradWeb. Once you complete the Confirmation of Agreement to Attend Oral Defense, emails are automatically sent to all your committee members asking them to confirm attendance. This confirmation also requires that the committee has read your dissertation and believes that the document is ready to defend. Once they confirm, the Graduate School's system generates the last required from, the application for Final Oral Defense for Doctoral Degree, as outlined below.
    a. By entering the Oral Defense module you are indicating your readiness to schedule an oral defense. You should have obtained, at this point, provisional agreement from your doctoral committee members that they will be available on the specified day and time you wish to hold your defense.
    b. Please be sure to allow yourself enough time to complete the online process so that you and your committee members can complete all steps required to meet the deadline for submitting your final dissertation document to the Graduate School, which is three (3) weeks prior to your scheduled defense.
    c. If one of the inside committee members is unable to attend the final defense, you will have the option to choose Waiver of Attendance as a part of the online process. Only one inside member may waive attendance at the defense, never the chair or the outside representative. The faculty waiving his/her

attendance must agree to read the dissertation prior to the defense and submit any questions directly to the chair of your committee. There is a final letter that you must prepare for the faculty member who waives attendance; see http://gradschool.uoregon.edu/policies-procedures/doctoral/waiver-of-attendance.

d. Once all of the committee members have confirmed that they will attend, the Graduate School will send you a notification email, and the Academic Program Coordinator will be sent an email indicating that all committee members have approved the defense. The coordinator will log in and enter departmental approval on behalf of the department head. This must be completed no less than two (2) weeks before the date of the final oral defense. Your title cannot be changed after this point.

7. After your defense, the core members and the institutional representative will log into GradWeb and navigate to the Oral Defense Area to confirm that the defense was successful and that they have delegated oversight of remaining minor revisions (if any) to the committee chair. Please note that this process replaces the signature sheet that the graduate coordinators would give the committee and send back to the Division of Graduate Studies once signed AND the form that students would upload with their dissertation confirming that the committee chair has approved the final content of the dissertation for upload. Within two (2) weeks after the defense, the committee chair will log into GradWeb that the defense was successful and that they have approved the final version of the dissertation on behalf of the committee.
8. In the same quarter in which you defend, you must upload your completed (with revisions) and approved dissertation by the Final Acceptance Deadline (See Doctoral Degree Deadlines: http://gradschool.uoregon.edu/deadlines-doctoral). Please note that the deadline is two (2) weeks after the defense. If your committee requested revisions during the defense (and they almost always do!) then you must complete the revisions and give your advisor (and sometimes committee members) time to review and approve the revisions before the deadline. Given this tight timeline, it is highly recommended that students consider postponing their dissertation defense if major revisions are suggested by committee members.

To allow your committee time to review your dissertation, you must submit your final draft to each committee member at least 6 weeks prior to the date you have set for your final defense. Because the committee must sign off on the defense three (3) weeks prior, this four-week deadline enables the committee to have two weeks to thoroughly review your document and assess your readiness to defend.

Format of the Dissertation Document

The Graduate School provides information that details University standards and requirements for the final dissertation. Your dissertation must contribute significantly to knowledge and show mastery of the literature consistent with the standards outlines in the *University of Oregon Thesis and Dissertation Style and Policy Manual (https://graduatestudies.uoregon.edu/sites/graduatestudies1.uoregon.edu/files/etd_style_manual_2015-2016final032016.pdf).*

The Graduate School now accepts dissertations electronically. Graduate students can upload a PDF copy of their dissertation via the secure website hosted by ProQuest/UMI. Dissertations will be entered into the UO Library catalog, but there will no longer be paper copy placed on the shelf; Scholar's Bank will be the official university repository for dissertations. Therefore, ask your advisor if you need to provide the program with a paper copy.

Students will find the submission instructions and forms on the Graduate School's website under Thesis and Dissertation Overview https://graduatestudies.uoregon.edu/academics/thesis-dissertation.

Once the completed dissertation (including revisions) has been approved by the student's committee, students must complete the "Thesis/Dissertation Submission Form & Document Approval" form found on the Graduate School's website (https://graduatestudies.uoregon.edu/academics/thesis-dissertation/etd-submission). This form used to be signed in person by all members of the committee; due to COVID-19 policy revisions the form can now be submitted electronically (https://graduatestudies.uoregon.edu/covid-19-revised-procedures). In brief, the student will complete the form, send it to the committee chair (and co-chair, if applicable), who will then forward it to the graduate school with a statement of approval. If there are multiple chairs, each chair must send a separate approval email.

The Graduate School Thesis and Dissertation Editor will continue to meet with or correspond with students about Graduate School formatting requirements. Students will also have access to assistance with technical issues, such as conversion to PDF and other software issues, through UO Library's Center for Media and Educational Technologies (CMET) (http://libweb.uoregon.edu/cmet/). The Graduate School has modified pagination and margin requirements to make formatting more in tune with electronic document conversion. The Style Manual for Theses and Dissertations has been updated to reflect these changes. Graduate School approval is required for the *format* of your Dissertation.

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 ensure that communication is 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 (see the following website for details: https://policies.uoregon.edu/grievance-procedures).

Appendices

APPENDIX A
College of Education (COE) Advising Policy

The COE 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 individualized 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 an individualized program plan, which details the plan of study addressing program requirements and, where appropriate, student preferences. This individualized 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/her/their 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.

University of Oregon
Dept. of Counseling Psychology & Human Services

Prevention Science Ph.D. Degree Individualized Program Plan
2020-2021

Student Name: _____Advisor Name: _____

Instructions: This form is used to indicate the specific course requirements for students in the doctoral program. Use the general program plan and student handbook to add details regarding required and elective courses to the tables below, organized by domain area. When individualizing your program plan, please indicate whether a course is required or not, and include all other details prompted in each column.

If you plan to transfer in graduate level course work taken at another institution, indicate the institution, course and title in columns 3-4. Indicate the grade you earned in courses you intend to transfer, as well as the credit level and date completed. In the "Credit" column be sure to use the abbreviation "SC" to indicate credits earned in a 15-16 week semester-system institution. Your advisor and the program directors will request documentation for all courses you intend to transfer, and all course requirements you propose to waive. Please use the appropriate College of Education forms to document your requests for transfer of credits and/or waiver of course requirements. These forms are available from the Academic Program Coordinator and are due to the Academic Program Coordinator in accordance with graduate school degree requirement due dates.

For courses you have taken at the UO, or plan to take, indicate "UO" in the third column and the appropriate course information in columns 4. Indicate grade and credit level and dates for courses already taken at the UO. Follow the same procedures for courses you intend to take to meet program requirements. Credit level and proposed term for taking the course should be indicated in the last two columns. The "Grade" column is left blank for proposed courses. All other information should be filled in the appropriate columns below. Note that if you wish to substitute a UO course you plan to take for a specific requirement, a waiver must be approved by your advisor.

Approved by faculty advisor: _____ Date: _____

Approved by Program/Training Director: _____ Date: _____

DOMAIN 1.0: Core Psychological Foundations (26 credits minimum)

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed
Electives						

DOMAIN 2.0: Research Methods (24 credits minimum)

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed
Electives						

DOMAIN 3.0: Specialty Area (9 credits minimum) & PREV Seminar Credits (9 credits minimum)

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed
Electives						

DOMAIN 4.0: (OTHER) Research (15 credits minimum); Dissertation (18 credits minimum); Grant Writing (3 credits minimum), Supervised College Teach (1 minimum)

Curriculum Domain & Course Requirement	PROGRAM REQUIRED	Institution	Course Prefix, #, & Course Title	Grade	Credits	Date Completed

Total credits required = 105.

APPENDIX C

Pre-Dissertation Paper Evaluation Form

Name: _____ Date: _____

Project Title: _____

Rating Scale
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 7th 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 pre-dissertation paper 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 pre-dissertation paper goes beyond the expected level for a typical doctoral student at this stage of training. A thorough, accurate, and comprehensive understanding of specialty area/research topic is demonstrated along with a strong rationale for the study. Every element of the task is presented with clarity, depth of thought, and focused and coherent organization. Analyses well suited to questions, presented very well. Evidence base included. The content is expressed with superior precision and literacy.

4 This pre-dissertation paper 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 pre-dissertation paper 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 pre-dissertation paper 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 pre-dissertation paper 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 pre-dissertation paper 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 D

Prevention Science Directory

PrevSci Faculty/Staff	EMAIL	PHONE
HEDCO mtg room reserve	cphsstudent@uoregon.edu	
PrevSci Listserve	prevscilist@lists.uoregon.edu	
Danette Roberson PREV Academic Program Coordinator	prevsci@uoregon.edu	541.346.9148
Nicholas Allen*	nallen3@uoregon.edu	541.346.4075
Elliot Berkman*	berkman@uoregon.edu	541.346.4909
Elizabeth Budd	ebudd@uoregon.edu	541.346.2173
Samantha Bullis CPHS Academic Outreach Specialist	sbullis@uoregon.edu	541.346.3576
William (Bill) Cresko*	wcresko@uoregon.edu	541.346.4779
Jessica Cronce	jcronce@uoregon.edu	541.346.2519
David DeGarmo	degarmo@uoregon.edu	541.346.6554
Philip Fisher*	philf@uoregon.edu	541.346.4968
Nicole Giuliani PREV Program Co-Director	giuliani@uoregon.edu	541.346.2194
Wendy Hadley	whadley2@uoregon.edu	541.346.2185
Nichole Kelly PREV Program Co-Director	nicholek@uoregon.edu	541.346.2183
Jean Kjellstrand	jeank@uoregon.edu	541.346.3527
Atika Khurana	atika@uoregon.edu	541.346.5540
Leslie Leve	leve@uoregon.edu	541.346.9601
Wendy Machalicek*	wmachali@uoregon.edu	541.346.4404
Anne Mauricio PREV Program Associate Director	amariem@uoregon.edu	
Kent McIntosh*	kentm@uoregon.edu	541.346.2340
Laura Lee McIntyre*	llmcinty@uoregon.edu	541.346.7452

Ellen Hawley McWhirter	ellenmcw@uoregon.edu	541.346.2443
Benedict McWhirter	benmcw@uoregon.edu	541.346.2410
Christopher Minson*	minson@uoregon.edu	541.632.4151
James Muruthi	muruthjr@uoregon.edu	541.346.2344
Bertranna Muruthi*	muruthba@uoregon.edu	541.346.0913
Rhonda Neese*	rnese@uoregon.edu	541.346.3536
Jennifer Pfeifer*	jpfeifer@uoregon.edu	541.346.1984
Fred Sabb*	fws@uoregon.edu	541.346.0337
John Seeley	jseeley@uoregon.edu	541.346.3005
Samantha Shune*	sshune@uoregon.edu	541.346.7494
Elizabeth Skowron*	eskowron@uoregon.edu	541.346.9329
Beth Stormshak CPHS Department Head	bstorm@uoregon.edu	541.346.2152
Jeff Todahl*	jtodahl@uoregon.edu	541.346.0919
Emily Tanner-Smith	etanners@uoregon.edu	541.346.2365
Tiffany Yep Business Manager	tyep2@uoregon.edu	541.346.2441

* Affiliated Faculty

APPENDIX E

Comprehensive Exam Evaluation and Rating Sheet

Student _____ **Evaluator/role** _____

The number circled indicates the level the student achieved in this competency area.

score	*definition of score*
5	This competency goes beyond the expected level for a typical doctoral student at this stage of training. Content demonstrates a thorough, accurate, and comprehensive understanding of research questions, theoretical foundations, and statistical analyses related to prevention science. Every element of the task is presented with clarity, accuracy, depth of thought, and focused and coherent organization. The content is expressed with superior precision and literacy. Content is well substantiated with appropriate citations.
4	This competency addresses the relevant components and facets of the task and demonstrates a solid understanding of research questions, theoretical foundations, and statistical analyses related to prevention science. It shows clear and sophisticated thinking, good organization, and accuracy of information. Presentation of material is skillful and thorough and appropriately cited.
3	This competency addresses all relevant components and facets of this task. The content, while sound, may also be slightly under-elaborated, may be presented at a minimally acceptable level, or may contain minor inaccuracies. Like the 4 – level response, it shows clarity of thought but may be lacking tight, cohesive organization (some digressions may be evident). Content is adequate to demonstrate competency, but does not reflect higher levels of expertise in the area. Citations may be sparse but are appropriate.
2	This competency neglects or distorts one or more of the relevant components and/or provides a superficial, underdeveloped treatment of the area. 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 in one or more areas (such as research questions, variables, statistical analyses and/or threats to validity) is presented at the minimal level, may be presented such that reader must infer knowledge that is not communicated, and/or is inaccurate, and does not meet expectations for a doctoral student at this stage of development. Citations may be inadequate or inaccurate. Room for improvement is evident.
1	This competency seriously neglects or distorts one or more of the relevant components or offers less than minimal treatment of the area. Alternatively, it may demonstrate substantial problems with analysis, organization, and understanding of the topic. Presentation is unorganized, and it is a poor reflection of knowledge. Citations may be missing or inappropriate.
0	This competency entirely fails to address the topic or relevant components of the task. Alternatively, it demonstrates marked problems with organization and mechanics that make the presentation extremely difficult to follow.

Comments:_____
_____
_____
_____

_____	_____	_____
Student name	Student signature	Date
_____	_____	_____
Advisor name	Advisor signature	Date
_____	_____	_____
Second reader name	Second reader signature	Date

APPENDIX F

UNIVERSITY OF OREGON

PREVENTION SCIENCE PROGRAM

ANNUAL STUDENT EVALUATION

NAME: DATE:

ADVISOR: DEGREE PROGRAM:

The purpose of this form is to provide you, your advisor, and the Program Director with a written evaluation of your performance during the past academic year. This evaluation is considered an important part of an ongoing developmental process, and your skills in each area are located along a trajectory of this development. Faculty reports of your performance in multiple domains (class performance, research activities etc.) and in some cases GE performance will be included as part of this annual evaluation. Any evaluation materials received after this evaluation are still considered part of the annual evaluation and may alter the ratings, descriptions, or your indicated program status that is provided in this evaluation. You will be notified if this occurs. The ratings for each program competency are described below.

Instructions for the table below: Indicate the degree to which you agree with the statement (I have met this competency) for each of the 8 program competencies by writing a number 1 (*strongly disagree*) to 4 (*strongly agree*) in the corresponding cell. A space is provided under each program competency for comments and/or evidence to support each of your responses (e.g., specific courses or assignments, research projects, presentations). If a competency has not yet been met, propose an action step toward mastering the competency (e.g., taking a particular course, pursuing a specific research experience). After you complete this form, send it to your advisor to provide their feedback.

Program Competency	**Student self-assessment:** I have met this competency.	**Advisor assessment:** The student has met this competency.
	Strongly Agree **Strongly Disagree** **4 3 2 1**	**Strongly Agree** **Strongly Disagree** **4 3 2 1**
1. Student can describe the origins, foundations, and standards of prevention science.		
Student comments/evidence:		
Advisor comments/evidence:		
2. Student 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.		
Student comments/evidence:		
Advisor comments/evidence:		
3. Student demonstrates 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.		
Student comments/evidence:		
Advisor comments/evidence:		
4. Student integrates knowledge of research design, quantitative methods, data analysis, and multimethod, multi-agent assessment methods commonly used in prevention science into their research activities.		
Student comments/evidence:		
Advisor comments/evidence:		
5. Student demonstrates skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.		
Student comments/evidence:		
Advisor comments/evidence:		
6. Student demonstrates awareness, understanding, and incorporation 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.		

Student comments/evidence:		
Advisor comments/evidence:		
7. Student indicates 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.		
Student comments/evidence:		
Advisor comments/evidence:		
8. Student demonstrates honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).		
Student comments/evidence:		
Advisor comments/evidence:		

Academic Status:

Please report your GPA for fall and winter term this year, and report the grades you *anticipate* for the current spring term. If you received any grade of "no pass", any grade lower than a B-, or any incomplete, note the grade, term, class, and provide an explanation of what occurred and how you have addressed or plan to address this area of concern.
List program milestones completed this year. If you are a first-year student, indicate the status of your program plan. Milestones also include coursework, capstone project (for MEd students), research paper (for MS students), pre-dissertation paper and comps (for PhD students).

Goal Evaluation:

Please describe the extent to which you accomplished the goals that you set for yourself at the beginning of this academic year. Note obstacles to your goal achievement, and how you will use your strengths to manage these obstacles as you continue to pursue your program milestones. Please include a summary self-assessment statement for this academic year.

Goal Statement

Please list your goals for this coming summer and for the next academic year. What will it take to achieve these goals? Is there any way that you will modify your approach to ensure that you achieve these goals?

Advisor Summary:

Advisor Match:

We recognize that for a variety of reasons, the advisor preferences specified at the beginning of the academic year may have changed. As part of this annual evaluation process, please take the time to reflect and discuss with your advisor how the advisor-advisee relationship is working out for both of you and what changes need to be made (if any). Changes may include switching advisors or transitioning to a co-advising arrangement.

☐ I would like to continue working with my advisor, no changes.
☐ I would like to continue working with my advisor, but we have discussed some changes that would be helpful.
Describe changes (Optional):_____
☐ I would like to switch to a different advisor
Reason (Optional):_____
☐ I would prefer to be in a co-advising arrangement.
Reason (Optional):_____

I have discussed this evaluation with my advisor:

_____	_____	_____
Student Name	Student Signature	Date
_____	_____	_____
Advisor Name	Advisor Signature	Date

APPENDIX G

TEACHING COMPETENCY PLAN & EVALUATION FORM

Prevention Science Doctoral Program

TEACHING COMPETENCY FORM

STUDENT NAME: _____

ADVISOR: _____ **TERM SUBMITTED**: _____

Instructions: Please complete all applicable information for sections A-F. See the handbook for a complete description of teaching competency requirements. Turn in this form to your advisor once all 3 teaching points have been earned and documentation is complete. Teaching competency is met by completing the following:

A. Pass PREV 602: Supervised College Teaching and attach documentation
B. Attach statement of teaching philosophy
C. Earn 3 teaching-activity points
D. Have 1 lecture reviewed by faculty or approved equivalent
E. Submit a brief descriptive statement for each teaching activity
F. Provide written evidence of teaching activities
G. Acquire signatures from your advisor and program director

I. **DOCUMENTATION OF PASSING PREV 602: SUPERVISED COLLEGE TEACHING** (see syllabus)

II. **ATTACH STATEMENT OF TEACHING PHILOSOPHY** (see PREV 602 syllabus)

III. **TEACHING ACTIVITIES LIST** Please place a checkmark next to each completed activity and provide applicable information. Activity points should add up to 3 points.

☐ Taught a Course (3 points). Provide: a) Course name b) Term taught c) Supervisor/ Hiring Department.

☐ Made a class presentation of 75-90 minutes delivered in a course in which you are not enrolled (1 point each). For each presentation, provide: a) Course name b) Presentation title c) Class instructor d) Date of presentation.

☐ Facilitated groups in a group-teaching format through one entire term (1 point each). For each term of group facilitation, provide: a) Course name b) Class instructor c) Facilitation term.

☐ Gave an oral presentation (not a poster session, different from class presentation) at a state, regional, or national conference (1 point each). For each presentation, provide: a) Conference title b) Presentation title c) Date of presentation.

☐ Gave a workshop to other professionals, such as providing a lecture or workshop for professional CEU credits (1 point each). For each workshop, provide: a) Workshop title b) Date of workshop c) Location/Department.

☐ ***Other***: Please gain approval from your advisor prior to completing an activity that is not already listed on this form. Provide in the space below a description of the activity.

IV. **FACULTY LECTURE EVALUATION** At least one lecture must be reviewed and critiqued by a faculty member/ faculty-approved equivalent. Please complete the following information and attach any evaluation/notes from the faculty member to this form:

Name of faculty member or equivalent: _____ Review Date_____

Which activity from the list above was reviewed? _____

V. **DESCRIPTIVE STATEMENT** On a separate page, provide a brief written description of each qualifying activity. This should include a statement of goals, objectives, and activities for each teaching activity (e.g., topic audience composition, and when, where, and how instruction was provided). Attach your statement to this form.

VI. **EVIDENCE OF TEACHING ACTIVITIES** You must provide evidence of your teaching activities (e.g., lecture/ PowerPoint notes, handouts, teaching material, etc.). Evidence must include evaluations and critiques you received from faculty, TEP, and/ or audience members. Please list which forms of evidence you are submitting with this form.

VII. FINAL APPROVAL OF COMPLETION OF TEACHING COMPETENCY

Student: _____ Date Submitted: _____

Faculty Advisor: _____ Date Approved: _____

Program Director: _____ Date Approved: _____

Notes.

1. You may enroll for PREV 602 Supervised College Teaching credit prior to or as you fulfill this requirement. Discuss this with your advisor and clarify what your teaching competency agreement is prior to registering.

APPENDIX H

ADVANCEMENT TO CANDIDACY FORM

Please fill out the information below. Return the completed form to the Academic Program Coordinator.
Then apply online to Advance to Candidacy: **https://gradweb.uoregon.edu/main/mainStudent.asp**

Student Name: _____ ID#: _____

Email: _____ Advisor: _____

Current Mailing Address: _____

City: _____ State: _____ Zip: _____

ADVANCEMENT REQUIREMENTS

(1) Coursework (at least 65 credits of required coursework, not including dissertation credits, completed)

Make sure the Academic Program Coordinator has a copy of your individualized program plan and annual reviews on file.

(2) Specialty Area Coursework (3 specialty area courses completed; list below with the term/year completed)

Make sure the Academic Program Coordinator has a copy of your individualized program plan and annual reviews on file.

(3) Pre-dissertation Research Paper

Title: _____

Date Submitted: _____ Date Approved: _____

Make sure the Academic Program Coordinator has a copy of your Pre-dissertation research paper on file.

(4) Comprehensive Examination Paper

Title: _____

Date Submitted: _____ Date Approved: _____

Make sure the Academic Program Coordinator has a copy of your Comp Exam Paper and Evaluation Form.

Advisor signature: _____ Date: _____

During the Graduate School's on-line Advancement process you will be asked about your undergraduate and graduate studies other than PREV.

_____	_____	_____
Undergraduate University	Degree	Major
_____	_____	_____
Graduate University	Degree	Major