Clinical Psychology PhD Program

Program Guidelines

Division of Psychology
Department of Psychiatry | School of Medicine
Oregon Health & Science University

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Program Overview

These program guidelines outline requirements and expectations for faculty members, students, and mentors in the OHSU Clinical Psychology PhD Program (here forth referred to as the CPP). They serve as an addendum to the OHSU School of Medicine (SoM) By-Laws of the Graduate Council, Academic Regulations for the SoM Graduate Programs, and SoM Graduate Studies Handbook.

Program Contacts

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Admissions Criteria

All applicants must meet basic criteria including undergraduate backgrounds that are sufficiently strong to maximize likelihood of success in a PhD Program. We define this as a minimum undergraduate GPA of 3.0 in psychology or a related field and academic references. Writing and communication skills, applicant interests, research experience, and career aspirations are judged based on essays and the applicant's professional vita. Written information about research interests and mentor fit are strongly considered. The CPP requires research experience and prefers applicants who have some service-related experience as well. We believe that these criteria establish a student's exposure to the field and academic potential to complete graduate-level work. Further, this broad-spectrum review of experiences allows faculty to make reasonable judgements that consider unique experiences and strengths associated with cultural and individual backgrounds, especially as they may compensate for historically traditional indicators of success.

Following confirmation of these criteria, applications are reviewed by multiple faculty (at least 2) using a rubric system that allows for the quantitative evaluation of:

- overall academic preparation
- research preparation
- clinical preparation
- alignment with program and lab
- personal statement
- letters of reference

In addition, all applicants invited to interview with the CPP will meet with at least 3 faculty members. Following interviews, application and interview ratings are synergized to determine initial offers.

Our program strongly values diversity and embodies this through active efforts to increase representation of members from groups historically marginalized/excluded, including by but not limited to systemic racism, in our student body and faculty. We are actively striving to create an inclusive culture, by identifying and remediating systemic problems in our program. To increase our recruitment of students who are historically underrepresented in clinical psychology, we engage in active outreach to numerous identity-based organizations with information about our program. Further, we conduct outreach to undergraduate science education programs focused on increasing diversity. To reduce systemic bias in

the interviewing process, our Admissions Committee encourages interview questions that inquire about an applicant's experiences overcoming adversity and ask about their definition of diversity in order to increase equity in our admissions processes.

To fulfill APA accreditation requirements for showing evidence of foundational discipline-specific knowledge in the major domains of psychology, the program has adopted the GRE Psychology Subject Test. This was adopted to fulfill APA requirements and to decrease the number of required courses in a uniform manner. We require that all applicants have taken the Psychology GRE subject test prior to their application being reviewed for admission into the program. Applicants can submit the program application with preliminary scores or with a scheduled date for when they anticipate completing the subject test, but applications will not be considered complete, nor will they be reviewed until official scores are submitted to the program.

Beginning with matriculated students in Fall 2024, incoming 1st year students will need to have met the following requirement: newly matriculating and enrolling students will submit subject test results evidencing a score of 25th percentile (or percent correct equivalent as reported annually by the ETS Psychology GRE group) or higher in the following domains – Biological, Cognitive, Developmental, and Social.

The program reserves the right to review and admit applicants who submit scores that do not meet the 25th percentile requirement; however, any student who is admitted with scores below the 25th percentile will need to retake the subject test, earning a score at or above the 25th percentile in the four psychology domains listed above, within the first year of the academic program; otherwise, a remediation plan will be implemented.

Student Learning Objectives (SLO)

- SLO 1: Research. Critically evaluate, independently formulate, conduct, and disseminate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- SLO 2: Ethics. Apply ethical decision-making processes in accordance with relevant laws, regulations, rules, and policies, and relevant professional standards and guidelines.
- SLO 3: Individual and Cultural Diversity. Engage effectively and respectfully with diverse individuals and groups including an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- SLO 4: Individual and Cultural Diversity. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).
- SLO 5: Professional Values and Attitudes. Respond and behave professionally and ethically in ways that reflect the values and attitudes of psychology, including integrity, deportment, behavior, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- SLO 6: Professional Values and Attitudes. Engage in self-reflection regarding one's personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- SLO 7: Communication and Interpersonal Skills. Develop and maintain effective relationships with a wide range of individuals through oral, written, and nonverbal means in an accurate and effective manner that is sensitive to a range of audiences.

- SLO 8: Assessment. Select, apply, and interpret appropriate and evidenced-based assessment tools and methods to measure and gather relevant data using multiple sources to gain an understanding of human behavior within its context (e.g., family, social, societal, and cultural).
- SLO 9: Intervention. Implement evidence-based interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables by modifying and adapting evidence-based approaches, intervention goals and methods consistent with ongoing evaluation.
- SLO 10: Supervision & Consultation. Demonstrate knowledge of supervision models and practices, consultation, and interprofessional/ interdisciplinary skills.
- SLO 11: Supervision & Consultation. Demonstrates knowledge of consultation models and practices and respect for the roles and perspectives of other professions.

General Structure

Graduating with a PhD in clinical psychology from the SoM at OHSU requires the completion of 6 milestones, and the CPP requires a minimum of 174 credits. Students obtain credits through a mix of didactic courses, clinical practica, internship, and research, including the dissertation. In most years, students will engage in elements of more than one milestone.

To graduate with from the CPP with their PhD, students must successfully complete all courses, a first-year research project (FYP), a qualifying examination (QE), an APA- or CPA-accredited clinical internship, and an oral defense of their written dissertation. For most students, it is expected that all OHSU-based components will be completed in 4-5 years in residence, with an additional year on internship, for a total of 5 or 6 years. OHSU requires that students complete all requirements within a maximum of 7 years.

Typically:

- Years 1, 2, and 3 comprise didactic courses, clinical practica, and research.
- Years 4 and/or 5 are focused on independent guided dissertation research and additional clinical practica with more limited didactic courses.
- Year 5 or 6 is set aside for the full-time clinical internship or for an additional year of training prior to internship based on individualized training goals and needs (e.g., additional research or clinical training experiences).

CPP Milestones

	Milestone Details	Deadline
Milestone 1 – First Year Project (FYP)		
a	Mentor assignment form	Y1-winter term day 1
b	FYP review committee form	Y1-winter term, final day
c	FYP proposal outline	Y1- winter term, final day
d	FYP submission	Y1-summer term, final day (Term B)
e	FYP completion form	Y2- fall term, final day
Milestone 2 – Qualifying Exam (QE)		
a	QE Committee Request form AKA Scientific Advisory Committee or Pre- Dissertation/Thesis Advisory Committee (DAC/TAC)	Y2-winter term, final day
b	QE final proposal submission	Y3-fall, first day
c	QE defense/completion form	Y3-mid-fall term

Milestone 3 – Coursework Completion		
	Pass required didactic courses	Y5-end of spring term
Milestone 4 – Clinical Hour accrual and completion of practicum seminars		
	Pass required practica/seminars	Y5-end spring term
Milestone 5 – Dissertation Completion		
a	Advancement to Candidacy	Y4-winter term, final day
b	Submit DAC request form	Y4-winter term, final day
c	DAC approves proposal (must be completed prior to faculty approval to apply to internship)	Y5-summer term, final day (Term B)
d	Orals request form	Y7-last day spring term
e	DAC approves dissertation	Y7-last day of spring term
Milestone 6 - Complete APA/CPA Internship		
a	Internship application request	Y5-summer term (Term B)
b	Match to internship	Y6-winter term
c	Report from internship director	Y7-summer term
d	Complete all graduation requirements	Y7-end summer term

Other Requirements. Students must have a minimum of 1 year in full time residence as required in the Graduate Student Handbook. Students must complete the clinical internship and other milestones below. Matriculation cannot extend beyond 7 years, per the Graduate Student Handbook.

Objectives

Upon earning a PhD from OHSU, students will be able to identify important scientific and clinical issues that warrant psychological study, as well as independent, scholarly research that advances knowledge about the antecedents, characteristics, structure, development, mechanisms, prevention, and behavioral treatment of psychopathology and mental health problems. Trainees will also be capable of obtaining a professional license to practice clinical psychology to evaluate and intervene with mental health conditions. They will be able to lead innovative clinical intervention and programmatic efforts and evaluate best practices.

Funding

Stipends

All full-time, active, graduate students can expect to receive a stipend in accordance with the School of Medicine Graduate Student Stipend Policy. To be eligible for a stipend each term, students but fulfill all of the following:

- Be registered for a full-time course load (minimum of 9 hours of 500- and 600-level courses).
- Actively engage in research training.
- Meet the definition of good academic standing per the SOM Graduate Studies Academic Regulations.
- Not have exceeded the 7-year time-to-degree limit.

Additional

Given the program's emphasis on coursework during the first few years and research training, the program does not permit students to serve as course instructors. Accordingly, prior to advancing to PhD candidacy, students interested in teaching should, in consultation with their faculty mentors, limit such activities to occasional guest lectures and classroom or laboratory demonstrations. Upon advancing to

candidacy, students interested in obtaining more formal or extensive teaching experience may wish to seek such opportunities at one or more of the local colleges and universities. The Program Director and other program faculty can provide information and assistance in identifying such opportunities.

All students must consult their faculty mentors before making any commitment to outside teaching or employment activities. Agreement of the faculty mentor will be documented in completion of forms required by the Provost's Office. Decisions to participate in such activities must always be tempered by the need to meet formal program requirements in a timely manner, to achieve excellence in research (e.g., publications), and to complete the PhD dissertation. Students are also advised to contract the Graduate Student Union to determine whether/how additional employment might impact their contract and stipend.

Clinical work/hours can only be counted if they are obtained through formal practicum placements with CPP program supervision contracts.

International Travel
All OHSU graduate students are required to register international travel through OHSU's Off-Campus authorization system before they travel outside the U.S. on OHSU-related business.

Sick Leave, Vacation, and Leave of Absence
Please consult the Vacation & Sick Leave Policy for Graduate Students Receiving a Stipend for details.

Students are entitled to OHSU holidays and up to 20 days of paid leave each academic year (July 1 – June 30). Additional, paid holidays include New Year's Day, Dr. Martin Luther King, Jr.'s Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, day after Thanksgiving, and Christmas Day.

Leave days may be used for any purpose including illness or vacation and accrue at 5 days/quarter. All days off need to be approved by the mentor and/or respective practicum supervisor(s) ahead of time, when possible. Unexpected leave days (e.g., due to illness) count within the 20 days allotted and should be conveyed to your mentor/supervisor(s) as soon as possible.

Even though classes are not in session in between academic quarters, students are expected to continue their clinical and research experiences unless they take vacation leave, are on an approved medical leave of absence, or are on other leave without pay as outlined in the Office of Graduate Studies leave policy.

Research Overview

Mentor Selection & Advising Plan

Upon admission, students are assigned an initial faculty research mentor in in whose lab they will conduct their primary research. If a student or mentor feel a re-assignment is more appropriate, the Director or Associate Director will bring the matter to the faculty for review and possible re-assignment. In the winter quarter of Year 1 in the program, this initial research mentor will become the student's mentor, which is formalized when the student completes the PhD Mentor Assignment Form, which is from the SoM Graduate Studies website for Forms, Policies, and Resources. If a student selects a non-clinical scientist as a research mentor, a clinical secondary mentor will be identified.

Student advising occurs through the primary mentor. In addition, student progress is reviewed annually by the faculty for all students, at which time input is considered both from the research mentor as well as from clinical supervisors and qualifying exam or dissertation committees (as applicable). The program will share results from the meetings with the student.

A formal clinical mentor will be identified for students in the CPP program if their primary research mentor is not a licensed clinical psychologist. This person will be identified within the first term of the student's program by the CPP faculty in coordination with the student. The clinical mentor will be an OHSU faculty or staff member and a licensed clinical psychologist, who is familiar with the CPP program and scholarship and clinical expectations within the program. To parallel the clinical mentorship that research mentors who are also clinical psychologists will be providing to their students, formal clinical mentors and students are expected to meet at a minimum of twice per year with a focus on clinical mentorship. These topics could include, but are not limited to, the student's development and goals as a training clinician, clinical training goal setting, timelines and plans for clinical work, variety in clinical populations, practicum selection, and preparation for internship. This assignment of a formal clinical mentor would not preclude students from seeking other informal mentoring relationships. As needed (e.g., a faculty member leaves OHSU), this formal identified clinical mentor can change over time.

In addition to the annual faculty review, advising will occur through a sequence of two advising committees which must meet at minimum every 6 months.

- In addition to the annual review, students will have their progress briefly reviewed at a mid-year review at a faculty meeting (e.g., in January). During this meeting, input is considered both from the research mentor as well as from clinical supervisors (as applicable). The program will share a summary of results from the meeting with the student.
- The DAC is formed for the dissertation proposal and sees the student through completion of the remaining degree requirements including advising on the dissertation and the internship applications.

The QEC and DAC may be identical in that they may have the same members or partially overlapping members, or it may be completely different in composition as suitable to the student's interests and development. SoM guidelines specify committee composition, which must include a minimum ratio of members from the graduate school. For the CPP, it is also required that each committee must include at least one program faculty member who is a licensed clinician who can ensure adequate attention to clinical training progress in addition to the committee's attention to research and academic progress.

Research Requirements

First Year Project
See Appendix D for details
Qualifying Exam
See Appendix E for details
Dissertation
See Appendix H for details

Coursework Overview

Graduate Course Overview

Because the CPP Program operates with a curriculum model that has several infusion elements, there may not be a 1:1 match with similarly titled courses at other institutions. The CPP does not waive courses. Any overlap with previous courses taken elsewhere is seen as opportunity for students to dive deeper into the material, interact with our full faculty and build additional relationships and cohesion within the CPP cohort.

Summary of Course Requirements/Credit Hours

Course titles (where appropriate)	Course numbers	Credits
Psychology Core Courses	CPSY 610, 611, 613, 614, 615, 616, 620, 621, 623, 626, 630, 631, 632, 640, 641, 642, 643	42
Intra-Professional Practice	IPE 601	1
Clinical Practicum	CPSY 607, 609	41
Psychology Graduate Research	CPSY 601	27
Psychology Dissertation Research	CSPY 603	27
Clinical Internship	CPSY 604, 650	39-41

Academic Grading and Progress

The SoM requires that graduate students maintain an overall 3.0 grade point average in graduate level courses. Graduate credit is granted only for courses in which an A, A-, B+, B, B-, C+, C, or P (Pass) grade is received. Students are required to obtain grades of B or better in each required course for the Clinical Psychology PhD program. Courses graded on a P/NP basis do not contribute to a calculation of the grade point average.

Students are recommended to review the Graduate Council By-Laws for more information regarding GPA and academic probation.

Course Requirements

See Appendix F for details

Clinical Overview

Beginning in the first year, CPP students are engaged in clinical training. The form of this training and the amount of time devoted to it changes over progressive years in the program.

In Y1, students will participate in clinical observations. Beginning in Y2, students will participate in clinical practicum placements, with increasing time devoted to practicum placements over subsequent years. Clinical training commences with an APA/CPA accredited internship.

Briefly:
Y1 – observations, 40 hours total
Y2 – practicum placement(s), ~12 hours per week
Y3 – practicum placement(s), ~16 hours per week
Y4 – practicum placement(s), ~16 hours per week
Y5 – APA/CPA accredited internship or practicum placement(s), up to 16 hours per week
Y6 – APA/CPA accredited internship or practicum placement(s), up to 16 hours per week
[Y7 – APA/CPA accredited internship]

See Appendix G for Practica details and Appendix I for Internship details.

Evaluation of Student Progress

Each graduate student in the program is required to submit an annual written progress report to the Program Director no later than the end of July of each year. (See Appendix C for the details). This report will be added to the student's departmental file. The information contained in these reports may also be used when preparing training grant progress reports or responding to other requests about the department's program.

The annual report should include the following information:

- A summary of the courses completed, with a focus on the previous 12 months.
- Accomplishments related to program advancement (e.g., dissertation proposal, oral defense, qualifying examination, ascertainment of internship).
- Submitted and published manuscripts.
- Attendance/presentations at scientific meetings.
- Honors or awards (e.g., grants, travel awards).
- Plans/goals for the coming year.
- Timeline of planned activity toward graduation

Program faculty will meet each year in summer to review progress for all students. Either the Director or Associate Director will compile input from research mentor(s), clinical practicum supervisor(s), course instructor(s), and/or other relevant faculty for inclusion. The student's progress report along with progress evaluations from supervisors, mentors, and instructors will guide that review. The student will not be present for the discussion but will be given a verbal summary by the mentor or the Program Director as soon as feasible, and a written evaluation by the end of summer of that year. If adequate progress is not made, the Program Director will follow up with the student and mentor and develop a documented performance plan with a planned timeline and expected outcomes for improvement. If challenges to making adequate progress continue, the Program Director or Associate Director shall bring the matter to the clinical faculty for possible intervention.

At any time during the year, students are encouraged to schedule meetings with the Program Director to discuss any concerns with their academic progress or the program including informal and formal grievances (see Grievances section below for full details).

Time-to-Degree Constraints

The time from matriculation to granting the doctoral degree is limited to 28 consecutive terms (7 academic years), unless waived for a leave of absence or family leave policy. Please consult the Graduate Council By-Laws for further information. Note that training occurs in person, apart from electronically mediated training experiences that may be required by OHSU.

Student Grievance Procedures

Students have the right to grieve matters related, but not restricted, to the following academic areas: role as a student, activities within a school/program, decisions made based on any policies or procedures thought to be unfair. Students may not grieve assigned grades or disciplinary actions. For more information, refer to OHSU Policy 02-30-055, Student Grievance and Appeal.

A grievance involving unlawful discrimination, harassment, and retaliation of protected characteristics is referred to the Office of Civil Rights Investigations and Compliance (OCIC).

Other Considerations

Non-Discrimination Policy

The CPP, OHSU, and affiliated training sites are committed to providing a supportive learning environment that is based on mutual courtesy and respect, free from harassment, discrimination, or unfair treatment, and focused on successful student educational experiences in adherence with OHSU guidelines.

Upon matriculation into an OHSU Graduate Studies program, each student agrees to be bound by the OHSU Code of Conduct, rules, policies, procedures, and administrative regulations of OHSU as they exist at the time of admission and as they may be changed during the student's continued enrollment. Students must be familiar with the policies and procedures as delineated in this manual and are also required to familiarize themselves with all policies and procedures of OHSU as published on the OHSU Intranet (O2).

Title IX Notice of Non-Discrimination

Title IX of the Education Amendments of 1972 ("Title IX") protects individuals from discrimination and harassment on the basis of sex or gender in any educational program or activity operated by recipients of federal aid. OHSU, as a recipient of federal funds, complies with Title IX and 34 CFR Part 106 by prohibiting sex and gender discrimination and harassment, which includes sexual misconduct and sexual violence, in education programs, activities, employment, and admissions. Inquiries about Title IX compliance or sex/gender discrimination and harassment may be directed to the OHSU Title IX

Contact: 503-494-0258 or titleix@ohsu.edu. Inquiries may also be directed to the U.S. Department of Education, Western Region Office for Civil Rights at 206-607-1600, ocr.seattle@ed.gov.

Student Rights, Responsibilities, and Professional Development Ethical and Professional Behavior

Graduate students are required to maintain high ethical standards. They are required to be familiar with and conform to the guidelines in the *American Psychological Association Code of Ethics* as well as the *OHSU Code of Conduct* and the *SoM Graduate Student Professional Conduct Policy*.

Graduate students are required to demonstrate integrity in all aspects of clinical and research activities. In the clinical realm, students must demonstrate understanding and skill in protecting client confidentiality, appropriate documentation, safety and welfare, and other aspects of clinical are that involve ethical considerations. In the research realm, students are expected to understand and avoid sources of error in scientific research. It is essential that student do not misrepresent scientific findings or misappropriate credit. All graduate students are required to take courses concerning ethics and science (see Training in the Responsible Conduct of Research section below). Students are expected to show cooperation, responsibility, and respect in interactions with other students and faculty.

Consideration of and sensitivity to the cultural and individual diversity of all individuals is expected.

Students who are involved in unethical or unprofessional conduct such as cheating, misrepresentation of research findings, plagiarism (failure to credit the original author), or disruption of the learning process are subject to disciplinary action including dismissal from the program.

It should also be noted that students observing unethical behavior by students, faculty, or others on campus are obligated to bring these transgressions to the attention of the appropriate person, including the Program Director and/or Assistant Program Director.

Graduate training includes more than coursework. An essential facet of this training is the acceptance of a code that outlines responsible behavior for the students. This code specifies the obligations students have to others, to their program and profession, to their institution and to the public. These guidelines have been developed to enhance the students' training, maximizing the benefits to their profession and society, and to minimize actions that do not benefit the greater good and only selfishly serve the individual. Learning and adhering to this code will create a positive academic atmosphere and expose the student to behaviors and attitudes required for success in the academic community.

Behaviors and activities expected of all graduate students at the SoM include the following:

- Academic achievement demonstrated by successful completion of coursework and substantial progress in research training.
- Pursuit of knowledge that enhances the image of the University and the student's professional field.
- Advancement of the University mission through research, education, healing, and community service.
- Respect for human and animal participants in research and treatment of these participants in a thoughtful and humane manner.
- Responsible conduct in the acquisition and communication of scientific findings.
- Favorable representation of the institution during all professional activities.
- Stimulation of interactions with colleagues to enhance the extended professional community.
- Achieving the highest standards of relevant professional fields and societies.
- Use intellectual ability, exercise proper judgment, and complete all responsibilities within a timeframe that is appropriate to a given setting.
- Maintain professional, effective, mature, and sensitive relationships under all circumstances (e.g., clients, patients, students, faculty, staff, and other professionals).
- Communicate effectively and efficiently with faculty, colleagues, and all other persons encountered in any OHSU setting.
- Work in a safe manner and respond appropriately to emergencies and urgencies.
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments inherent in clinical practice, health care, and biomedical sciences and engineering.

Unacceptable conduct for graduate students at the SoM includes but is not limited to the following:

- Violating existing university policies, procedures, and regulations, including but not limited to those set out in the OHSU Policy Manual, and the OHSU Code of Conduct.
- Providing or receiving unauthorized assistance in course work including:
- Submitting work (including papers, examinations, homework, and computer code) prepared by someone else as one's own work.
- Obtaining a copy of an examination prior to the assigned date and time for that examination.
- Using notes or other materials (books, calculators, cell phones, computers) not approved by the instructor during an examination.
- Copying from or giving information to another student during an examination.

- Having someone else take a course, do homework, write papers, or take an examination in one's place.
- Collaborating with others on assignments or take-home examinations when the instructor requires individual work.
- Submitting a paper or project prepared for another class as new work without the consent of the instructor.
- Engaging in plagiarism – representing the work of another as one's own. Specifically, this includes copying material from another source (including books, journals, and web pages) without use of quotation marks and/or acknowledging that source by citation.
- Misconduct in Research, including:
    - Knowingly fabricating, altering, or destroying data in a research project.
    - Representing another person's data as one's own.
    - Knowingly falsifying research results or other data.
    - Sabotaging the research efforts of another person.
    - Knowingly producing false evidence or false statements, making charges in bad faith against any other person, or making false statements about one's own behavior related to educational or professional matters.
- Exhibiting behavior that is disruptive to the learning process or to the academic or community environment, such as disruption of formal lectures or other University events.
- Engaging in discriminating or disrespectful behavior toward another student, employee, trainee or other individual affiliated with the university. This behavior includes statements, gestures or other activities directed toward another individual that make the work or educational environment unpleasant and/or may compromise the ability of that individual to work or learn effectively or comfortably.
- Current habitual or excessive use of alcohol, unlawful drugs or misused prescription drugs which bears on the suitability of the student for the student's profession of study.

Advocacy

Students like all professionals are encouraged to advocate in the public sphere for causes and positions that they are committed to. In doing so, however, it is necessary to make clear that you represent yourself and not the University or the CPP program, or the profession, unless specifically agreed. Do not wear your OHSU badge during public activities that are not part of your OHSU or graduate program activities.

Cell phone, social media, and confidentiality

University policy specifies that patients, research participants, and fellow students are not to be displayed, represented, or identified in social media posts without permission. Cell phone, text, and email with patients is not to be undertaken without approval of your clinical supervisor, and within University and hospital policy guidelines.

Training in the Responsible Conduct of Research

The National Institutes of Health requires continued ethics training for all trainees, fellows, participants, and scholars receiving support through any NIH training, career development, research education, and dissertation research grant (NOT-OD-10-019). To meet this requirement, all graduate students are required to:

Complete IPE 601 (IPE -Foundations of Patient Safety and Interprofessional Practice) during their first year. This course is designed for early health care learners from all OHSU schools and programs to

introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice to improve the quality and safety of patient care.

CPP will offer a 1 credit Ethics course every two years. All students are required to take this course when it is offered early the course of the program.

Student Records Retention and Security

Education records for all students that have been accepted and matriculated are kept and maintained by the Office of the Registrar and the CPP program. The education record contains information including but not limited to, copies of application materials, records of grades earned, assignments, faculty evaluation of student performance, information concerning discipline and counseling for academic and/or professionalism issues and clinical performance in accordance with the Family Educational Records and Privacy Act (FERPA). All files associated with any student complaints resolved at the University level (e.g., via the formal grievance procedure) are also retained in the program files. All files stored in a FERPA-compliant, electronic records keeping system that can only be accessed by CPP leadership or the Office of the Registrar. Education records are retained in perpetuity.

Accommodations

The CPP is committed to all students achieving their potential. If you have a disability or think you may have a disability (physical, learning, hearing, vision, psychological) which may need a reasonable accommodation, please contact the Office for Student Access at (503) 494-0082 to discuss your needs.

Because accommodations can take time to implement, it is important to have this discussion as soon as possible. Please note that per ADA and Section 504 of the Rehabilitation Act, accommodations are not retroactive and can only be implemented once students are determined to be qualified by the Office for Student Access.

All information regarding a student's disability is kept confidential in accordance with relevant state and federal laws.

Program Participation and Feedback

Collaboration with students for tailoring our program to their needs is a core value of our faculty. Every spring, 2 students will be selected as representatives to attend faculty meetings to convey student concerns and provide feedback. Representatives will serve for no more than one academic year. Students will be asked to recuse themselves from select parts of faculty meetings, as needed, for maintaining privacy (e.g., discussing other students' academic performance).

All students are given the opportunity to provide feedback on the program and its subcomponents annually through a formal evaluation form. This will be a part of the annual program evaluation conducted each fall. All responses will be aggregated and fully anonymous. If a student has a concern about a violation of OHSU policy or information impacted by mandated reporting, they are encouraged to discuss this directly with the Program Director.

Remediation, termination, and failure to complete training program

The following possibilities may occur when inadequate and/or problematic performance is identified:

- Development of an informal remediation plan, facilitated by the Program Director in consultation with the student and possibly the mentor.
- Development of a formal remediation plan, facilitated by the Program Director in consultation with the program faculty and mentor and student.
- Probation (see below)
- Dismissal (see below)

The emphasis in graduate school is on the development of independent scholarship and research expertise. This contrasts with the typical undergraduate focus primarily on coursework and grades. Although grades still serve an evaluative function in graduate school, they tend to be of much less importance, particularly as the student advances past the early required curriculum.

The goal of the Clinical Psychology PhD program and faculty members is that all individuals selected to participate in the PhD program do so successfully by meeting at least a minimal level of competence in all core areas. While review efforts and practices focus on ensuring success of students, instances may arise in which performance is judged as sufficiently impaired and/or problematic in one or more critical areas of functioning to raise concerns that an individual may not successfully complete the training program. In these situations, faculty take active steps to collectively identify specific area(s) of deficit, develop specific goals for remediation, and identify strategies for remediation.

Determination of inadequate and/or problematic performance by a student can be established at any time if a situation warrants it by means of a faculty member, mentor, or supervisor brining concern to the Program Director's attention. Program Faculty will meet to review progress for all students in the summer and as needed throughout the year. The student will not be present for the discussion but, for annual reviews, will be given a verbal summary by the mentor or the Program Director as soon as feasible and a written evaluation by the end of summer of that year. In addition to information provided in each student's annual report, transcripts are reviewed, and comments may be offered by course directors, clinical supervisors, and other faculty members. The administrative coordinator will send a checklist to the student outlining progress made and indicating program milestone expectations for the upcoming academic year.

If adequate progress is not made, the Program Director will follow up with the student and mentor and develop a documented performance plan (AKA informal remediation plan) with a planned timeline and expected outcomes for improvement. (If the Program Director is the mentor, this role will be taken on by the Associate Director or other faculty member assigned by the CPP Voting Faculty). If challenges to making adequate progress continue, the Program Director (or proxy) shall bring the matter to the program faculty for review and possible change of mentor assignment or further action including possible suspension. At any time during the year, students are encouraged to schedule meetings with the Program Director to discuss any concerns with their academic progress or the program including informal and formal grievances (see Grievances section for full details).

Insufficient performance can include failure to achieve adequate grades (B or better or "Pass") in a course or practicum assignment, unethical conduct or conduct unbecoming, lack of timely progress, or poor quality on research requirements. Practicum supervisors can contact the program director to request a remediation plan at any point. If a student receives any rating of 1, or a mean profession wide competency score below 2, then a formal written remediation plan will be created with the program and placed in the student's file to describe the activities that the student will engage in to achieve a rating of 3

or higher on future assessments. Supervisors will provide information to the Associate Director and/or Program Director (or designee), as soon as possible if the trainee is not meeting expectations or if any ethical or professional concerns arise involving the practicum student. Not reaching Minimum Levels of Achievement (MLA) by the end of their practicum year will also trigger a remediation plan.

Students should receive feedback from their advising committees during evaluation meetings. In addition, students are strongly encouraged to request feedback whenever they feel it will help with their timely and successful progress through the program. It is important that faculty provide timely feedback to graduate students, especially when it is required on major requirements that students must complete to progress through the program. Timely feedback is considered part of good mentorship. It is also important that graduate students provide faculty with ample time to provide this feedback and plan to provide them with this time. When a graduate student submits a completed draft of a major requirement for his/her degree (first year project, QE, dissertation proposal) to the relevant committee, the student should let the academic coordinator know that the draft has been submitted to the committee members. The academic coordinator will e-mail the committee members, alerting them that the draft has been submitted and that either any feedback on the draft should be provided to the student within 4 weeks of the date of submission or that the committee should make every effort to meet and discuss the status of the requirement within 4 weeks of submission. If the faculty member cannot make the 4-week deadline, then s/he should let the academic coordinator and the student know the date by which s/he can provide feedback to the graduate student or attend the committee meeting. Students who do not receive feedback from a faculty member after the agreed upon date should either contact the faculty member again to remind him or her, or have the academic coordinator send the reminder. If getting feedback becomes problematic, the student should consult the committee chair or program director.

<u>Remediation Plan</u>

Based on the evaluation processes, if a concern is raised with a student, the Program Director has the option of developing an informal plan or remediation plan. If informal plans do not result in needed improvements, then a formal remediation plan is developed in collaboration with the Program Director, the student, and any necessary faculty. The remediation plan details the specific identified concerns of the student, targets of remediation, and a detailed plan for remediation, including behavioral indices of improvement. Ideally, the student and Program Director agree to the program-level remediation plan; however, if necessary, the Program Director can implement a program-level remediation plan without the student's agreement. If the student is able to complete the remediation plan successfully, as agreed upon by the student and the Program Director, no additional action will be taken. A copy will be kept in the Program Director's personal files for purposes of accreditation or administrative review. If the student does not successfully complete the remediation plan within the agreed-upon timeframe specified in the remediation plan, the Program Director has the option to request probationary status or dismissal from the program.

If/when a formal Remediation Plan is warranted, the plan will include the following components individualized to the specific student issues:

- Indication of observed strengths/capacities of trainee.
- Specification of areas of concern regarding inadequate, insufficient, and/or problematic performance. This will include observable, behavioral examples of the concern(s).
- Specification of steps that must be taken by the student. This will include specific activities that must be completed as well as strategies that will be used by mentors to assist with remediation, as appropriate.

- Specification of procedures to be used to evaluate progress toward remediation, as well as specific feedback mechanisms and timelines.
- A date for re-evaluation of performance and determination of whether performance warrants:
- Removal of remediation plan,
- Revision and/or extension of remediation plan, or
- Probationary status or dismissal from the program.

Probationary Status

If a remediation plan has been unsuccessful in addressing concerns, then the student may be placed on probationary status, which will be part of their permanent student record. Probationary status is reserved for students with difficulties sufficiently serious to raise the possibility of eventual dismissal. Probation can occur for clinical and nonclinical reasons, such as failure to meet academic deadlines, research incompetence, and ethical and professional shortcomings. The problems that may warrant probation and even dismissal include but are not limited to failure to correct identified deficits in meeting administrative requirements (attendance, charting), failure to respond to supervision, and other difficulties interfering with either clinical functioning that puts patient well-being in jeopardy, or research functioning that jeopardizes the responsible and ethical conduct of research.

The Program Director, in consultation with the faculty, must specify the specific contingencies for probation and retention in the program including the behavioral change necessary, the criteria and process to be used in evaluating progress, and the dates by which change must be evidenced. The Program Director will be responsible for monitoring the retention program and bringing information back to the faculty within the guidelines and timelines established. Although probationary status shall usually be resolved favorably by the end of practicum or the academic year, it can, if necessary, be extended into future practica or academic years until remediated. No student on probation can move to the next milestone (e.g., attain candidacy, progress to internship, defend their dissertation). Failure to satisfactorily remediate the probation status and complete the contingencies of the probationary period will result in a vote for dismissal from the program.

Dismissal

Students may be suspended or dismissed from the graduate program for insufficient progress, conduct unbecoming, ethical violations, or violations of policies. If possible, a remediation plan and probation period would be put in place, to provide the student with an opportunity to correct the concern. If the probation and remediation plan was unsuccessful or that the violation was too substantial to enable adequate remediation, then either the mentor or the Program Director would bring a recommendation for dismissal to the Program Faculty for a vote. A two-thirds vote at a meeting in which a faculty quorum is present would then result in a dismissal.

This decision would be forwarded to the student with a rationale in writing. If the dismissal was for violation of the Code of Conduct then no appeal is allowed under the School of Medicine Bylaws. If the dismissal is for other reasons, such as lack of progress, the student would have one opportunity to appeal this decision back to the clinical faculty with a response letter to the Program Director, detailing what information the student believes was not adequately considered. The Program Director would forward this appeal to the program faculty for reconsideration and final vote.

If that final vote was for dismissal, then the student would be notified and the Program Director would forward the dismissal recommendation to the Dean of the School of Medicine for final action as detailed in Article X, Section B of the Graduate Council By-Laws.

Grievances

The program is committed to supporting graduate students and working to resolve any problems and/or conflicts that may arise. Students are encouraged to address situations proactively. It is recommended that you attempt to resolve any problems or conflicts informally. Depending upon the nature of your concern, the appropriate avenue for addressing the situation may vary. Within the program, it may be best to confer with your mentor first. If this is not appropriate, or you do not reach a satisfactory resolution, you may wish to consult with another faculty member or the Associate Program Director, and finally the Program Director.

According to OHSU Policy 02-30-055, student grievances are defined as, "a concern initiated by the student related to the student's role, the student's activities within a school or college, or related to decisions made on the basis of any policies or procedures thought by the student to be unfair."

Students have the right to grieve matters related but not restricted to the following areas: rights of authorship on scientific publication, student-mentor relationships, laboratory safety concerns, and grading policies. Students may not grieve disciplinary action, grades (including failure of the qualifying exam or failure of the oral thesis/dissertation exam), dismissal or other action taken under the Professional Conduct Policy.

Grievance Process and Remediation within the Clinical Program

If an informal resolution cannot be achieved, the student may appeal formally to the CPP Faculty. If necessary, a formal complaint may be made in writing. Once a statement is put in writing it becomes part of the record and at that point is available to anyone with a legitimate interest in the subject, including those involved in the situation. The program faculty will then initiate a review procedure in which a committee of three faculty uninvolved with the grievance will obtain further information from the parties, will hold an open meeting of the parties if necessary, and will arrive at a recommendation to the program faculty. The program faculty will then vote on a resolution to the dispute (e.g., authorship or other matter), which requires a two-thirds vote at a meeting in which a faculty quorum is present.

If the student is not comfortable discussing the matter within the graduate program or department, or is dissatisfied with the outcome of the program vote, they may also discuss with the appropriate Associate Dean (Policy 02-30-055). The Associate Dean will then meet with all involved parties to attempt an informal resolution. A third -party mediator may be involved if appropriate. In addition, students may request graduate student union representation.

Informal Resolutions

In alignment with Policy 02-30-055, students are encouraged to pursue informal resolution with the other party. However, if the student should feel uncomfortable with direct informal resolution, the student may discuss the grievance with the Program Director. The Program Director will meet with all parties to attempt an informal resolution.

Formal Grievances to the University

If the student is not satisfied with the resolution occurring through the above procedures, he or she may grieve formally to the University. Per Graduate Program Policy 02-30-055, "if the student is unable to resolve the grievance informally, the student may file a written grievance with the appropriate associate dean within 10 business days after the termination of the informal resolution phase. The written grievance should describe the nature of the grievance, circumstances surrounding the grievance, previous efforts to resolve, and the requested remedial action."

It is requested that the student also inform the Program Director to facilitate communication and transparency as well as discuss interim management strategies (e.g. temporary leave of absence from clinical practicum). Within 10 business days, the Dean will institute formal grievance procedures including appointment of a grievance panel which will evaluate the issue at hand, review relevant considerations, and prepare a report with recommendations to the Dean. Upon conclusion of the grievance panel, the Program Director will collaborate with the student and the Dean regarding how to best implement any recommendations. Students have the right to appear any decisions from the formal grievance process in writing within 10 business days of the written grievance panel decision. Please see Policy 02-30-055 for full details.

See Article VIII of the Graduate Council By-Laws and the Graduate Student Handbook for additional relevant information.

Records of any student complaint resolved at the level of the School of Medicine or the University will be retained in the program files for reference in perpetuity, as described earlier.

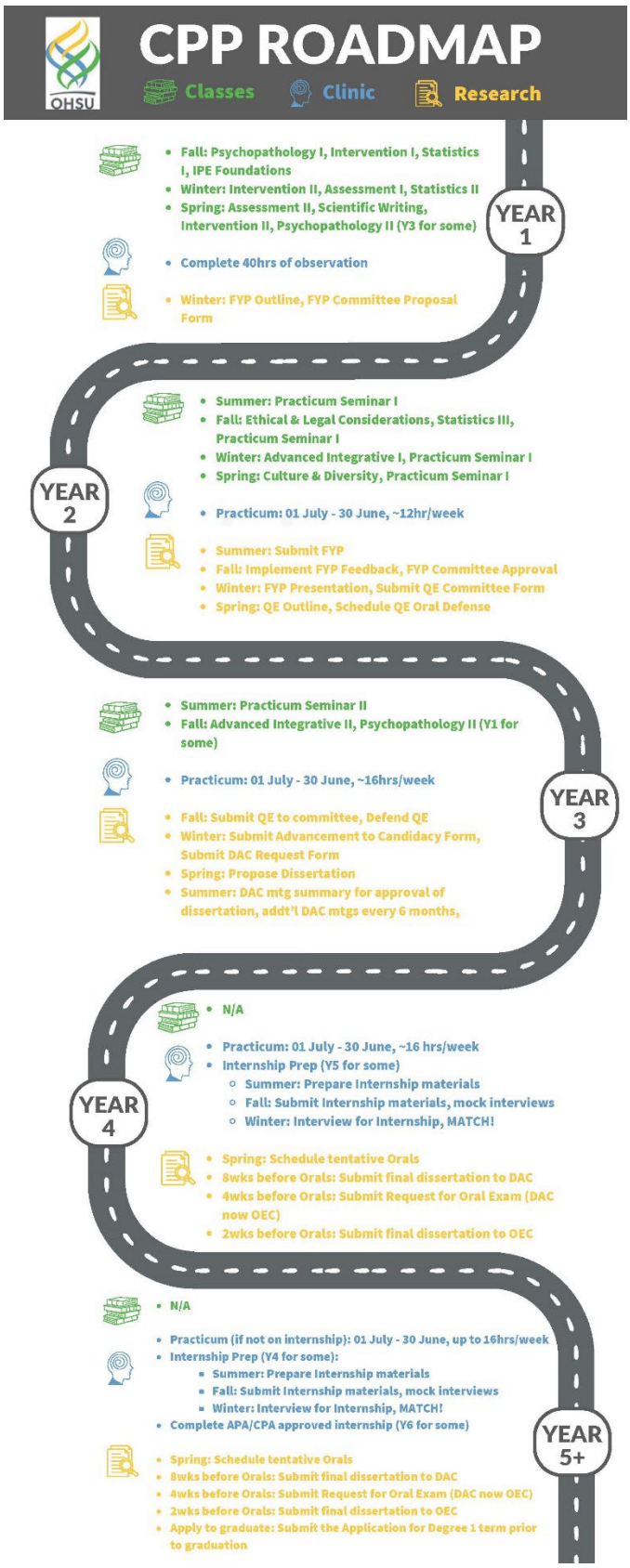
Exceptions

Individual student requests for waiver of a requirement specified by the program guidelines must be approved by two thirds vote of the Voting Faculty (Core or Affiliate) and the Program Director. In the case of requirements specified in the Graduate Council By-Laws, it may also be necessary to obtain approval from the Graduate Council and Associate Dean for Graduate Studies.

National Council on State Authorization and Reciprocity Agreement (NC-SARA)

Students participating in educational activities through NC-SARA, out-of-state learning activities, or distance education, may follow the SARA complaint process which can be found at: www.ohsu.edu/education/out-state-authorization.

Appendix A – Road Map: Program at a Glance



Appendix B – Milestone Checklist

OHSU CPP Milestone Checklist

Student Name: Mentor: Year Entered:

☐ **Required Coursework** *(must earn a B or higher or a Pass)*

	Grade	Term
YEAR 1		
☐ CPSY 610 - Psychopathology I (3 credits; fall)	☐	☐
☐ CPSY 611 - Intervention I – Interview (3 credits; fall)	☐	☐
☐ CPSY 641 - Statistics I (4 credits; fall)	☐	☐
☐ CPSY 621 - Intervention II – EBT, Adults (3 credits; winter)	☐	☐
☐ CPSY 613 - Assessment I – Adult (3 credits; winter)	☐	☐
☐ CPSY 642 - Statistics II (3 credits; winter)	☐	☐
☐ CPSY 623 - Assessment II – Child (3 credits; spring)	☐	☐
☐ CPSY 632 - Scientific Writing (1 credit; spring)	☐	☐
☐ CPSY 631 - Intervention III – EBT, Child (3 credits; spring)	☐	☐
☐ CPSY 615 - Culture & Diversity (1 credit; spring; Y2 for some)	☐	☐
☐ IPE 601 - Foundations of Inter-Professional Practice (1 credit; all quarters)	☐	☐
☐ CPSY 601 - Psych Graduate Research (variable credits; all quarters)	☐	☐
YEAR 2		
☐ CPSY 614 - Ethical & Legal (1 credit; fall)	☐	☐
☐ CPSY 630 - Statistics III/Advanced Measurement (3 credits; fall)	☐	☐
☐ CPSY 616 - Advanced Integrative I (3 credits; winter; Y3 for some)	☐	☐
☐ CPSY 640 - Supervision & Consultation (1 credit; winter; Y3 for some)	☐	☐
☐ CPSY 620 - Psychopathology II (3 credits; spring; Y3 for some)	☐	☐
☐ CPSY 607 - Practicum Seminar (1 credit; all quarters)	☐	☐
☐ CPSY 601 - Psych Graduate Research (variable credits; all quarters)	☐	☐
YEAR 3		
☐ CPSY 643 - History & Systems (1 credit; summer; Y4 for some)	☐	☐
☐ CPSY 626 - Advanced Integrative II (3 credits; fall; Y4 for some)	☐	☐
☐ CPSY 609 - Clinical Practicum (3 credits; all quarters)	☐	☐
☐ CPSY 607 - Practicum Seminar (1 credit; all quarters)	☐	☐
☐ CPSY 601 **or** CPSY 603 - Psych Graduate Research **or** Psych Research Dissertation (variable credits; all quarters)	☐	☐
YEAR 4		
☐ CPSY 609 - Clinical Practicum (3 credits; all quarters)	☐	☐
☐ CPSY 603 - Psych Research Dissertation (variable credits; all quarters)	☐	☐
YEAR 5+		
☐ CPSY 609 - Clinical Practicum (3 credits; all quarters if not on internship)	☐	☐
☐ CPSY 603 - Psych Research Dissertation (variable credits; all quarters until defended)	☐	☐
☐ CPSY 604 - Psychology Internship (9 credits each quarter; all quarters on internship)	☐	☐

☐ **First Year Project (FYP)**

☐ Establish FYP Committee	☐
☐ Outline (end of Y1-winter quarter)	☐
☐ Submit FYP Committee Proposal Form (end of Y1-winter quarter; confirmed by DCT)	☐
☐ FYP submitted (end of Y2-summer term)	☐
☐ Feedback implemented (end of Y2-fall quarter)	☐
☐ FYP committee approval (end Y2-fall quarter)	☐
☐ FYP presentation (scheduled by program during Y2-winter quarter)	☐

☐ **Qualifying Exam (QE)**

☐ Identify 6 potential QE committee members & proposed QE topic (confirmed by DCT)	☐
☐ Submit QE Committee Form (end of Y2-winter quarter)	☐
☐ Develop annotated outline (during Y2-spring quarter)	☐
☐ Schedule QE oral defense date (end of Y2-spring quarter)	☐
☐ Submit final QE to committee (by 1st day of Y3-fall quarter)	☐
☐ Complete QE oral defense (during Y3-fall quarter)	☐

☐ **Advancement to Candidacy**

☐ Email confirmation from CPP of Advancement of PhD Candidacy Form submission	☐

☐ **Dissertation & Oral Exam**

☐ Complete the Request for Dissertation Advisory Committee (DAC) Form (within 1 quarter after advancing to candidacy)	☐
☐ DAC Form approved by DCT/Program Director (end of Y3-winter quarter)	☐
☐ Propose dissertation to DAC	☐
☐ Every 6 months, submit DAC Summary Meeting Form (within 10 days of meeting)	☐
☐ Obtain DAC approval on dissertation proposal (end of Y3-summer quarter: DAC now called Oral Exam Committee - OEC)	☐
☐ Schedule tentative Oral Exam date (during Y4-spring quarter)	☐
☐ Submit final dissertation to OEC (8 weeks prior to oral exam)	☐
☐ Submit Request for Oral Exam with the OEC listed (4 weeks prior to oral exam)	☐
☐ Submit final dissertation to OEC (2 weeks prior to oral exam)	☐
☐ Pass Oral Exam (due Y5-spring quarter for most) & submit Oral Exam Certificate	☐
☐ DAC chair submits Dissertation Rubric (confirmed by DCT)	☐
☐ Submit Certificate of Approval for your dissertation	☐

☐ **Internship**

☐ Complete ~500+ face-to-face clinical hours (prior to applying for internship)	☐
☐ Request approval to apply for internship via annual review form (in year applying)	☐
☐ Register for psychology internship credits and, if not defended, dissertation credits (9 credits, per quarter)	☐
☐ Obtain and complete APA/CPA accredited clinical psychology internship	☐

☐ **Graduation**

☐ Dissertation defended/submitted to library by beginning of Spring of graduation year	☐
☐ Submit application for degree (due 1 term prior, usually Spring, to graduation)	☐
☐ Internship submits written evaluation to DCT that student is in good standing/on track to complete internship requirements (Spring)	☐
☐ If desired, participate in SoM Graduate Studies hooding ceremony & attend OHSU graduation ceremony (usually June)	☐
☐ Degree conferred (usually during Fall term)	☐

Appendix C – Annual Evaluation Form

Instructions to STUDENTS: Please UPDATE this form well BEFORE* every annual student review and progress report meeting. Please complete your sections (highlighted yellow) and send this form to your mentor. Your mentor will then complete their evaluation (highlighted green). You and your mentor will review this form together and both sign it. Send a signed copy of this form and supplemental documents (your CV, a recent copy of your degree audit**, documentation of research products and DAC/TAC Meetings summaries, if applicable) at least 10- business days prior to the meeting to:
The Administrative Coordinator (clinicalphd@ohsu.edu) and also
cc: The Program Director

NOTE: Items in **Bolded Red** overlap with the Graduate Student PhD/Master's Thesis Annual Progress Report Form, please leave these in red and maintain highlighting throughout the document.

[Yellow highlights] indicates items that should be reviewed annually, edited by the student below and may require additional detail. Ensure you have completed all relevant sections and keep the yellow highlight and [ ] symbol around your edited answers. You can search (Control + F) for the [symbol to facilitate navigation through the document.
{Green highlight}: The mentor will complete their evaluation **after** the student has completed the form. You can search (Control + F) for the { symbol to facilitate navigation through the document.
{Purple}: DCT/ADCT/ Program director or designee to complete. Clinical practicum supervisor ratings will be compiled by the program and entered into this form after it is received by the mentor and prior to the official annual review day. The program will also update this form to include documentation of formal faculty votes after the meeting.
*NOTE: *this form is a living document that students will need to update as they progress in their program.*
***to generate and download a degree audit, visit the Student Information System (SIS) portal. https://www.ohsu.edu/education/student-self-service*

Routing: Once complete (post-meeting) and signed by the Program Director, please route to the CPP Administrative Coordinator (clinicalphd@ohsu.edu) and the student. The coordinator will compile the signed forms and send to Graduate Studies at (somgrad@ohsu.edu) within 5-business days.

Section 1: Student Information

Meeting Date: [ ] **Student Name:** [ ]
Matriculation Year and Term (e.g. Fall 2019): [ ]
Mentor(s): [ ]
UID: [ ] **ORCID:** [ ]
Program: Clinical Psychology **Degree:** PhD
General questions for the current academic year (please answer yes or no)

General questions for the current academic year	Yes* or No
Academic Probation and/or a Remediation Plan?	[ ]

*If yes, please include a brief explanation here and attach any supporting documents (remediation plans):
Proposed Timeline to Graduate: [ ]

Section 2: Student Progression

From CPP Program Guidelines, Table 2: Milestones, tasks, and required forms to be completed and timelines

Milestone/Subtasks	Deadline	Typical/ recommended	Date Completed	Documentation Submitted to CPP* (Y/N)
M1-1st Year project				
M1-A: Mentor assignment form	Y1-winter term day 1	Y1-winter term, day 1	[ ]	[ ]*
M1-B: 1st year project review committee form	Y1-winter term, final day	Y1- winter term	[ ]	[ ]
M1-C: 1st yr. project proposal outline	Y1- winter term, final day	Y1- winter term	[ ]	[ ]
M1-D: 1st yr. project submission	Y1-summer term, final day (Term B)	Y1-spring term	[ ]	[ ]
M1-E: 1st yr. project completion form	Y2- fall term, final day	Y1-summer term	[ ]	[ ]*
M2 Complete Qualifying Exam				
M2-A: QE Committee Request AKA Scientific Advisory Committee or Pre-Dissertation/Thesis Advisory Committee (DAC/TAC)	Y2-winter term, final day	Y2-early term winter	[ ]	[ ]*
M2-B: QE final proposal submit	Y3-fall, first day	Y2-summer, first day	[ ]	[ ]
M2-C: QE defense/completion form	Y3-mid-fall term	Y2-end summer	[ ]	[ ]*

M3: Pass required didactic courses	Y5-end of spring term	Y4-end spring term	[ ]	[ ]
M4: Pass req practica/seminars	Y5-end spring term	Y4-end spring term	[ ]	[ ]
M5 Complete dissertation				
M5-A: Advancement to Candidacy	Y3-winter term, final day	Y3-early in fall term	]	]*
M5-B: Submit DAC request form	Y3-winter term, final day	Y3-early in fall term	]	]*
M5-C: DAC approves proposal	Y3-summer term final day (Term B)	Y3-winter term	]	]
M5-B: Orals request form	Y7-last day spring term	Y4-end of spring term	]	]
M5-C: DAC approves dissertation	Y7-last day of spring term	Y4-end of spring term	]	]*
M6 Complete internship				
M6-A: Internship application request	Y5-summer term (Term B)	Y3 summer/end spring term	]	]
M6-B: Match to internship	Y6-winter term	Y4- winter term	]	]
M7-B: Report from internship director	Y7-summer term	Y5 summer term	]	]
M7: Complete all graduation requirements	Y7-end summer term	Y5 end summer term	]	]

***Documentation of this milestone must also be submitted to graduate studies and/or the registrar**

Degree Requirements: Milestone Details, please maintain highlighting below

Items to be evaluated	***Annual Review Mentor Determinations***	***Dates***	***Approved Milestone***
Research, milestones and products			
*During their **entire time** in the CPP program, has the student…*			
A. Completed a primary author scientific research product (peer reviewed publication or poster/oral presentation at a conference) that is disseminated at the local, regional or national level that is deemed by the mentor to be of sufficient quality **(student needs to attach documentation of product (e.g., conference booklet or PDF of published article). Also, note citation for this product here: [ ]**	{Yes or No}	**N/A**	**N/A**
B. **Successfully completed the first year project milestone (manuscript preparation)**	{Yes or No}	**N/A**	**N/A**
C. **Successfully completed the qualifying exam milestone (grant proposal)**	{Yes or No}	**N/A**	**N/A**
D. **Successfully completed the dissertation milestone**	{Yes or No}	**N/A**	**N/A**

Research Items B-D, additional details			
Item B (First Year Project) Details	**Details and Narrative [edit below]**	**Date**	**Approved /completed (Yes or No)**
First Year Project Title/Topic: [ ] Type (empirical or theoretical): [ ] Targeted journal: [ ]			
Committee Proposed	[ ] [List names here]	[ ]	[ ]
Committee Finalized	[ ] [List names here]	[ ]	[ ]
Written outline	[ ] [Provide brief narrative: approved by mentor, submitted, in progress etc….]	[ ]	[ ]
Initial Results	***Approve ([ ] [## out of ##] **Modification Required [ ] [## out of##]** [If majority was **Modification Required**, list reasons in comment section below:] Add additional rows if more submission cycles are completed	[ ]	[ ]
Final Results	***Approve ([ ] [## out of ##] ***Modification Required [ ] [## out of##]	[ ]	[ ]
Manuscript completed and submitted to journal (recommended, not required)	[ ]	[ ]	[ ]

Item C (QE) Details	**Details and Narrative [edit below]**	**Date**	**Approved /completed (Yes or No)**
Qualifying Exam (QE) Title/Topic: [ ] Targeted agency/ institution: [ ]			
Committee Proposed	[ ] [List names here, identify chair in bold]	[ ]	[ ]
QE Committee (QEC) Finalized AKA Scientific Advisory Committee or Pre-Dissertation/Thesis Advisory Committee (DAC/TAC)	[ ] **[List names here, identify chair in bold]**	[ ]	[ ]
Date of Previous QEC/Pre- dissertation Meetings (attach summaries):	[ ] **[List all previous meeting dates here]**	[ ]	[ ]
Written outline	[ ] [Provide brief update: Approved by committee, submitted, in progress etc....]	[ ]	[ ]
Oral Presentation and defense date set	[ ] [Date:]	[ ]	[ ]
QEC Initial Result	***Approve ([ ] [## out of ##] ***Modification Required [ ] [## out of##] [If majority was **Modification Required**, list reasons in comment section below:] Add additional rows if more submission cycles are completed	[ ]	[ ]
QEC Final Result	*** Approve ([[ ] out of [ ]) Modification Required ([[ ] out of [ ]))	[ ]	[ ]
Grant proposal completed and submitted to agency (recommended, not required)	[ ]	[ ]	[ ]
Item D (Dissertation) Details	**Details and Narrative [edit below]**	**Date**	**Approved /completed (Yes or No)**
Dissertation Proposed Title: [ ] **Abstract (background, hypothesis or goal: 200-500 words): [ ]** **Progress (2-3 Sentences): [ ]**			
Committee Proposed	[ ] [List names here, identify chair in bold]	[ ]	[ ]
Committee Finalized	[ ] **[List names here, identify chair in bold]**	[ ]	[ ]
Date of Previous DAC/TAC Meetings (attach summaries):	[ ] **[List all previous meeting dates here]**		
Written Dissertation proposal	[ ] [Provide brief update: Approved by committee, submitted, in progress etc....] If not approved list committee recommendations in comments below	[ ]	[ ]
Data Collected	[add notes]	[ ]	[ ]
Oral Presentation and defense date set	[ ] [Date set:] List Oral exam committee (identify chair in **bold**): [ ]	[ ]	[ ]
Initial Result	***Approve ([ ] [## out of ##] ***Modification Required [ ] [## out of##]) If majority was **Modification Required**, list reasons in comment section below: [ ] Add additional rows if more submission cycles are completed	[ ]	[ ]
Dissertation Final Result	***Approve ([ ] [## out of ##] ***Modification Required [ ] [## out of##])	[ ]	[ ]

***Note total number of reviewers assigning which status (e.g., Approve ([YES] [3 out of 4] Modification Required [NO] [1 out of 4])). For graduate studies: Approve = pass, Modification required = no pass

Milestone and Research Product Comments:

Profession Wide Competency Evaluation, please maintain highlighting below

Student will complete items highlighted in Yellow: course grades

Mentor evaluation (items in green): In considering the student's performance across the curriculum, coursework and clinical experiences the mentor has summarized the evidence and evaluated the student's knowledge, competencies and skills relative to the student's level in the program. Mentors will consider the student's level in the program and will evaluate them based upon expectations for their level. **Sections in Green must be completed and verified annually by the mentor after the student has submitted their completed form**.

Practicum Supervisor evaluation, completed by the DCT/ADCT, marked with { }: Supervisors rate the trainee's performance in the profession wide competencies listed below, taking into account their developmental level/ year in the program and the amount of time and scope of experiences they have completed in the current practicum placement.

Practicum and mentor evaluations will be completed with the following scale: The minimum level of achievement is a "3" (meets minimum expectations for level)

1 = Inadequate Performance (Consistently below expectations), remediation plan required
2 = Marginal Performance (Meets minimum expectations at times, but not consistently), informal support
3 = Good Performance (Consistently meets minimum expectations for a student of their level)
4 = Very Good Performance (Exceeds expectations at times)
5 = Outstanding Performance (Exceeds expectations consistently)
NA= Not applicable, no basis for rating (refrain from use unless absolutely needed)

Profession Wide Competencies (PWC)			
Items to be evaluated	***Annual Review Mentor Rating** 1-5, * If below MLA (3) add comments*	***End Practicum supervisor rating** 1-5, * If below MLA (3) add comments*	***Required Coursework**, list grade, Term and Year Complete **
PWC 1. Research	*Mean rating:* **{ }** *(calculated from elements)*	**N/A**	**N/A**
Element #1: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. **Element #2:** Conduct research or other scholarly activities. **Element #3**: Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	**Element #1: { } Element #2: { } Element #3: { }**	**N/A**	**N/A**
PWC 2. Ethical and legal standards	*Mean rating:* **{ }** *(calculated from elements)*	*Mean rating:* **{ }** *(calculated from elements)*	**CPSY 614** Grade: [ ] Term and Year: [ ]
Element #1: Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical	**Element #1: { } Element #2: { } Element #3: { }**	**Element #1: { } Element #2: { } Element #3: { }**	**N/A**
Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and guidelines. Element #2: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Element #3: Conduct self in an ethical manner in all professional activities.			
PWC 3. Individual and cultural diversity	*Mean rating:* **{ }** *(calculated from elements)*	*Mean rating:* **{ }** *(calculated from elements)*	***CPSY 615*** Grade: [ ] Term and Year: [ ]
Element #1: An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Element #2: Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Element #3: The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	**Element #1: { } Element #2: { } Element #3: { } Element #4: { }**	**Element #1: { } Element #2: { } Element #3: { } Element #4: { }**	***N/A***

Element #4: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional duties.			
PWC 4. Professional values, attitudes, and behaviors	*Mean rating:* **{ }** *(calculated from elements)*	*Mean rating:* **{ }** *(calculated from elements)*	*N/A*
Element #1: Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	**Element #1: { }** **Element #2: { }** **Element #3: { }** **Element #4: { }**	**Element #1: { }** **Element #2: { }** **Element #3: { }** **Element #4: { }**	**N/A**
Element #2: Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. **Element #3**: Actively seek and demonstrate openness and responsiveness to feedback and supervision. **Element #4**: Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.			
PWC 5. Communication and interpersonal skills	*Mean rating:* **{___}** *(calculated from elements)*	*Mean rating:* **{ }** *(calculated from elements)*	**N/A**
Element #1: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. **Element #2:** Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. **Element #3:** Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	**Element #1: { } Element #2: { } Element #3: { }**	**Element #1: { }** **Element #2:{ }** **Element #3:{ }**	**N/A**
PWC 6. Assessment	**N/A**	*Mean rating:* **{ }** *(calculated from elements)*	**CPSY 613** **Grade:** [ ] Term and Year: [ ] **CPSY 623** **Grade:** [ ] Term and Year: [ ]
Element #1: Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. **Element #2: Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).** **Element #3: Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.**	**N/A**	**Element #1: { } Element #2:{ }** **Element #3:{ }** **Element #4:{ }** **Element #5:{ }** **Element #6:{ }**	**N/A**
Element #4: Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. **Element # 5: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.** **Element #6: Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.**			
PWC 7. Intervention	-	*Mean rating:* **{ }** *(calculated from elements)*	**CPSY 621** **Grade:** [ ] Term and Year: [ ] **CPSY 631** **Grade:** [ ] Term and Year: [ ]
Element #1: Establish and maintain effective relationships with the recipients of psychological services.	**N/A**	**Element #1: {**	**N/A**

Element #2: Develop evidence-based intervention plans specific to the service delivery goals. **Element #3: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.** **Element #4: Demonstrate the ability to apply the relevant research literature to clinical decisionmaking.** **Element #5: Modify and adapt evidence- based approaches effectively when a clear evidence-base is lacking.** **Element #6: Evaluate intervention effectiveness, and adapt intervention goals**		**Element #2:{** **Element #3:{** **Element #4:{** **Element #5:{** **Element #6:{**	
and methods consistent with ongoing evaluation.			
PWC 8. Supervision	**N/A**	**N/A**	**CPSY 640** **Grade:** [ ] Term and Year: [ ]
Element #1: Demonstrate knowledge of supervision models. **Element #2: Demonstrate knowledge of supervision practices.**	**N/A-**	**N/A N/A**	
PWC 9. Consultation and interprofessional/interdisciplinary skills	*Mean rating:* **{__}** *(calculated from elements)*	**N/A**	**CPSY 640** **Grade:** [ ] Term and Year: [ ]
Element #1: Demonstrate knowledge and respect for the roles and perspectives of other professions. **Element #2: Demonstrates knowledge of consultation models and practices.**	**Element #1: {__} Element #2: {__}**	**N/A N/A**	

*If below 3 (not meeting standard for level) include comments and informal or formal plan to ensure the student ends up meeting the MLA (e.g., include remediation plan, if developed) by program completion.
**Of note, depending on student level, they may not yet have a grade for some courses. As applicable, IP (In progress) can be listed or "future" should be noted in this table.
***Note total number of reviewers assigning which status (e.g., Approve ([YES] [3 out of 4]
Modification Required [NO] [1 out of 4])), For graduate studies: Approve = pass, Modification required = no pass

COMMENTS:

Section 3: Research and Academic Productivity

Please list all items in total from your time in the CPP program below and **BOLD items from the last academic year**

Please cite journal articles using The National Library of Medicine (NLM) format and include the PMID. Below is a sample citation:

Freedman SB, Adler M, Seshadri R, Powell EC. Oral ondansetron for gastroenteritis in a pediatric emergency department. N Engl J Med. 2006 Apr 20;354(16):1698-705. PubMed PMID: 16625009.

Books/ Book Chapters
Accepted/Completed : [ ]
Submitted: [ ]
Review Articles
Accepted/Completed : [ ]
Submitted : [ ]
Peer Reviewed articles in professional or scientific journals
Accepted/Completed : [ ]
Submitted : [ ]
Non-Peer Reviewed
Accepted/Completed: [ ]
Submitted: [ ]
Scientific, Career and/or Professional Development Conferences
Attended (name, location, date(s) attended) : [ ] **Participated as author/coauthor of paper or workshop (name, location, date(s) attended)** note if an award was received : [ ]
Participated as author/coauthor of poster (name, location, date(s) attended) note if an award was received : [ ]
Anticipated (name, location, anticipated date(s) of attendance) : [ ]
Manuscripts in preparation:
[ ]
Short description of other studies for which data collection is in progress; number and list separately (e.g. 1. XXX study: [description]):
[ ]

Grants submitted (list the granting agency, year, and the amount):
[ ]
Fellowships:
[ ]
University or departmental awards received:
[ ]

Section 4: Additional Responsibilities and/or Activities

Scientific Collaborations: [ ]
Teaching/Mentoring Activities: [ ]
Professional/Career Development: [ ]
Additional responsibilities and/or activities (committees, organization, community service, etc.): [ ]
Are you a member of a professional or research society? If yes, please list names [ ] Section 5: Additional Information
Funding (departmental, grants, fellowships, etc.): [ ]
Are you involved in grant-supported research? [ ]
Please list any updates and/or special circumstances you wish to make known (if applicable): [ ]

Section 6: Additional Coursework, not already described

You do not need to add courses already noted in the PWC section above. Please list additional coursework you have completed or that is in progress below (attach a current copy of your transcript from Degree Works), list IP under grade column if the course is currently in progress. If the course has been taken multiple times please note all the times and grade outcomes (e.g., CPSY 610 "3 credits, Fall 2020 (C-), Fall 2021 (A-)). For courses taken multiple times by design (serial courses, like research credits or practicum) note total number of credits completed and list all terms completed/in progress and the pass/fail outcome (e.g., CPSY 603 Dissertation: "12 credits, Winter 2020 (3 credits, Pass), Spring 2020 (3 credits, Pass), Summer 2020 (3 credits, Pass), Fall 2020 (3 credits, Pass)")

REQUIRED CPP COURSES

Course	Title	Total Credit Hours Completed with passing grade	Term, Year (Grade obtained)
IPE 601	Foundations of Patient Safety and Interprofessional Practice	[ ]	[ ]
CPSY 601	Psychology Graduate Research	[ ]	[ ]
CPSY 603	Psychology Research Dissertation	[ ]	[ ]
CPSY 604	Psychology Internship	[ ]	[ ]
CPSY 607	Developmental, Social Psychology and Practicum Seminar	[ ]	[ ]
CPSY 609	Psychology Clinical Practicum	[ ]	[ ]
CPSY 610	Affect, Abnormal Psychology & Psychopathology I	[ ]	[ ]
CPSY 611	Psychological Intervention I - Clinical Interview, Ethics and Professional Issues	[ ]	[ ]
CPSY 616	Cognitive Neuroscience and Advanced Integrative Knowledge in Psychology I	[ ]	[ ]
CPSY 620	Abnormal Psychology & Psychopathology II – Advanced Issues	[ ]	[ ]
CPSY 626	Health, Social, and Advanced Integrative Knowledge in Psychology II	[ ]	[ ]
CPSY 630	Advanced Measurement	[ ]	[ ]
CPSY 632	Psychology Research Seminar: Research Design and Scientific Writing	[ ]	[ ]
CPSY 641	Applied Health Statistics I	[ ]	[ ]
CPSY 642	Applied Health Statistics II	[ ]	[ ]
CPSY 643	History and Systems of Psychology	[ ]	[ ]

Additional Coursework

List any additional courses (including nano course) completed outside of the program.

Course	Title	Total Credit Hours Completed	Term, Year and Grade
[ ]			

Incomplete or Audit Coursework
List any courses that are incomplete or audited.

Course	Title	Instructor	Credit Hours
[ ]			

Section 7: Clinical Training and Internship

PRACTICUM SUMMARY: note all in progress and previously completed placements, add additional rows as needed

Practicum placement	Dates of placement	Site, population, days and hours in clinic	Supervisor name, phone and email	MLA met in all areas on supervisor evaluations (Yes or *No)
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]

* **If no, add comments below**
Comments:

SUMMARY OF CLINICAL HOURS: (APPI format)
For Additional Information about Assessment or Intervention Hours Documentation, Please See AAPI materials:
https://help.liaisonedu.com/Time2Track_Help_Center/Trainee/AAPI_Psychology_Training_Experiences/01_Quick_Start_Guide

Assessment: https://portal.appicas.org/applicants2012/instruction/ins_psya_exp.htm Intervention: https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm
Please only include direct Face to Face (F2F) hours here for assessment and intervention. Indirect hours such as support and other supplementary hours can be included in the next section

Intervention Hours (F2F)		Assessment hours (F2F)		Supervision hours	
Doctoral hours	[ ]	Doctoral hours	[ ]	Doctoral hours	[ ]
Terminal masters hours	[ ]	Terminal masters hours	[ ]	Terminal masters hours	[ ]
Total completed hours	[ ]	Total completed hours	[ ]	Total completed hours	[ ]

Total Number of Completed Integrated Reports for Children: _____ ***Total Number of Completed Integrated Reports for Adults:*** __

Anticipated Practicum Experience for next year (provide information regarding the placement, anticipated dates, supervisor information, clinical hours expected and a brief description of activities):
[ ]

If needed, please complete the following table noting additional Doctoral level hours not included in summary of clinical hours above, such as observation or support hours (e.g., note writing, chart review, preparation):

Types of Hours	[ ]XXXX- XXXX Academic Year	XXXX-XXXX Academic Year	XXXX-XXXX Academic Year	XXXX-XXXX Academic Year	XXXX-XXXX Academic Year	XXXX-XXXX Academic Year	TOTAL
Type 1: [edit me]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Type 2: [edit me]							
Type 3: [edit me]							

Support							
TOTAL PhD Program hours	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

INTERNSHIP

When do you plan to apply to internship (year)? [ ]

The expectation is for our students to apply to APA or CPA accredited sites. All of our clinical students are expected to complete an accredited APPIC member internship as the capstone of their training prior to granting the doctoral degree.

Internship Application Process Questions	**Yes* or No**
Are you requesting permission and clinical readiness determination to apply for internship for the next academic year (must be approved each year you apply)?	[ ]
Have you previously been approved by the CPP faculty to apply for internship?	[ ]
Have you applied to internship before?	[ ]
Have you ever reneged on an APPIC internship match agreement (i.e., refused to attend or left an internship program that was obtained through the APPIC Match or Clearinghouse) without prior approval from APPIC and the internship site?	[ ]

*If yes, describe your request, situation and/or list outcome (e.g., date faculty approved you to apply for internship, # of sites applied to and # interviews received, note that break down by APA approved internships etc.....)

[ ]**Internship Outcome**	**Yes* or No**
Have you secured (been matched to) an internship, are currently in the process of completing internship?	[ ]
Have you completed an internship?	[ ]

If yes, complete the following:

Date started or to be started: [ ] Date completed or to be completed: [ ] APA accredited (yes or no): [ ]

CPA accredited: (yes or no]: [ ]

Setting [select one]: community mental health centers, health maintenance organizations, medical centers, military medical centers, private general hospitals, general hospitals, VA medical centers, private psychiatric hospitals, state or county hospitals, correctional facilities, school district or system, university counseling centers, medical school, consortium, multiple internship setting.

Site name: [ ] Supervisor(s): [ ]

Training Director/ Supervisor Contact (phone/email): [ ] Location (city, state, country): [ ]

Section 8 Approvals and Signatures **Faculty Mentor**

This form has been prepared by the student and the mentor has reviewed this form and completed the mentor assessment sections.

Student's signature: _____Date:____ Faculty mentor signature:____ Date:___

After reviewing this completed form in the annual faculty progress meeting, the faculty will formally vote and the results will be recorded here by the program leadership (DCT/ADCT/or designee).

CPP Annual Student Progress Report: Faculty Voting Statement

Final Annual Progress Determinations	**VOTE: Yes or *No**
Does the faculty agree with the faculty mentor's assessment above?	{ }
Is this student in good standing (making appropriate progress) and achieving MLAs (ratings of 3) in all PWC domains on both mentor and practicum supervisor ratings?	{ }
Current or Past Concerns	**VOTE: *Yes or No**
Is this student currently on probation or does the program wish to pursue probation?	{ }
Are any complaints currently pending against this student, or were any ~~filed in the past and found to be legitimate~~?	{ }
Internship Readiness Review and Determination to be made today?	**{Yes or No}, if Yes complete determination section below**
Internship Readiness Review and Determination: faculty voting	**VOTE: Yes or No***
Criteria met:	
We have ensured that this student has meet the following criteria *before applying* to internship: successful completion of a first year project, qualifying examination and dissertation proposal; successful completion of a set of organized, sequential practicum experiences spanning across several different settings and resulting in the acquisition of a wide range of assessment and intervention skills as well as an introduction to skills in supervising others; contributing to the science of clinical psychology through publication and/or presentation of empirical research in professional outlets; demonstration of consistent professional and ethical behavior witha diverse group of people across a range of professional settings	}
We expect that this student will meet the following criteria *before attending internship* (e) completion of required academic coursework (excluding	}

dissertation and internship hours)	
Evaluation of student:	
This student possesses the emotional stability and maturity to handle the challenges of graduate training to this point	}
This student possesses the theoretical / academic foundation necessary for effective counseling / clinical engagement	}
This student possesses the skills necessary for translating theory into integrated practice.	}
This student demonstrates awareness of, and practices according to, the current ethical guidelines for psychologists.	}
This student demonstrates the capacity to participate in supervision constructively and can modify his / her behavior in response to feedback.	}
FINAL FACULTY STATEMENT: Does the faculty agree that the student has obtained the MLA for all PWCs and achieved competency for an advanced practicum level student and that the student is ready to apply for internship with their current skillset?	}

*Explain any No votes in comments Faculty Voting Comments: { } **Annual Review Summary:**
Optional notes from the annual review meeting: { }

EXECUTIVE SUMMARY, all must be Completed before program completion: Cohort year:___Year in program____

Section	**Completed/ No Concerns/ MLA met**	**On Track/ In Progress**	**Concerns**
Section 1 (academic probation, remediation, concerns)			
Section 2 (student milestones progression)			
First year project			
QE			
Dissertation			
Annual PWC ratings by mentor all above MLA			
Practicum supervisor PWC ratings all above MLA			
Completed all required coursework			
Completed all DSKs, all above MLA			
Completed APA/CPA accredited internship			

Program Director/DCT/ADCT/or designee names: _____ **Program Director/DCT/ADCT/or designee signature:** _____**Date** ___ _____

Appendix D – Milestone 1: First Year Project

Overview:

In collaboration with their academic mentor, students will begin to develop their first year project (FYP) upon matriculation into the program. The goal of the FYP is to provide a scientific writing exercise that increases exposure to independent writing and literature review and allows for evaluation of the student's strengths and weaknesses to inform training and support in future research projects. Although there is no requirement from the CPP to submit the product for publication, we encourage students to use the approved FYPs to form the basis of a manuscript that will be submitted as a first-author manuscript to a peer-reviewed scientific journal. This opportunity enhances the possibility that students will obtain NIH training awards to move their careers forward.

Timeline:

- Year 1, end of winter quarter: Submit detailed outline and complete the FYP review committee form (which includes a targeted journal, identifying a proposed submission date and 6 potential reviewers)
- Year 2, end of summer quarter: The FYP must be submitted.
- Year 2, end of fall quarter: the FYP must be approved (including addressing all revision requests)

Outcome:

Completion of this milestone requires that students conduct a mentored research project and prepare a written document in the format of either an empirical or theoretical manuscript.

Competencies:

SLOs

- Research
- Communication and interpersonal skills

APA Domain Specific Knowledge

- Category 4: *Research Methods, Statistical Analysis, and Psychometrics*

APA Profession Wide Competencies:

- Research:
    - Demonstrate substantial, independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
    - Conduct research or other scholarly activities.
    - Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- Communication and interpersonal skills:
    - Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
    - Appropriate content: Students will select to either complete an empirical or a review manuscript:
        - Empirical: The empirical research project may be fully designed, conducted and analyzed by the student but may be more likely to consist of a novel analysis of previously collected data. If previously collected data is used, this should be

structured in a way that the student can contribute to the experimental hypotheses or design. (Notice: Obtaining "positive results" is not a prerequisite for the successful completion of the project.

- Comprehensive Review: The theoretical research manuscript is typically an integrative review or research synthesis that is drawn from the empirical literature. This can be accomplished through both qualitative (narrative) and/or quantitative (meta-analytic) processes. The theoretical paper should attempt to summarize past research by creating global conclusions from various separate empirical studies that address related or identical hypotheses.

Process:

Proposal Outline

There are no formal requirements for the outline, each mentor and student will collaborate to create a document that they feel is detailed enough to guide the final project.

Formation of the review committee

The student will consult with their mentor to identify 6 potential review committee members for the FYP; students will collect signatures in preparation for submission to the Program Director/designee. In addition to signatures, by Year 1, end of winter quarter, the student will provide a provisional submission date for the FYP, the identified/target journal, and the proposal outline. From there, the Program Director/designee will then select the final FYP committee, which consists of 3 members, including the mentor and at least 1 additional CPP faculty member. Members of the review committee may include individuals not suggested by the student and mentor. An additional, 4th FYP committee member may be solicited from faculty with appropriate expertise in other programs or institutions when necessary. The review committee is not expected to provide significant input on the final research paper until it is formally submitted, and they complete their evaluative review (see limitations below).

Role of the mentor and limits on assistance and documenting assistance

In line with APA's guidance that the program structure allows for the support of student learning in a way that is sequential, cumulative and graded in complexity, the role of the mentor in this project may vary depending on the needs of the student. Students will come in with different levels of experience in research and since this is to be a writing exercise that allows the program to gather information about student's competencies, the research project is planned in consultation with the mentor (e.g., the mentor may provide feedback about initial hypotheses, outline, and literature to review). It is however expected that the student will have a critical role in designing the research hypothesis or review theme under investigation. It is also expected that the written document submitted for evaluation for the FYP milestone will substantially reflect the student's research and writing such that student progress and competency can be meaningfully evaluated by the reviewers. Consequently, the student should be listed as the first author on the FYP. The mentor may provide discussion, offer general advice, and provide broad feedback and comments on outlines and preliminary drafts of the document, but should not engage in extensive copy-editing or re- writing at any stage nor provide feedback on the final product prior to submission for review by the First Year Project committee. Students will have other avenues through which they may get detailed feedback on their drafts through informal means (writing groups or research in progress forums) or structured supports (CPSY 632 scientific writing course).

All contributions should be recognized and described briefly in the acknowledgements. Students also must acknowledge and list contributions from all collaborators or other materials included in the research project (e.g., data, statistical consultation, coding systems), as well as any technical assistance

(e.g., individuals who assisted in conducted coding or statistical analyses), in the cover letter, as described below. Of note, if the FYP is later submitted for publication, additional authors may be added. The mentor should be consulted to determine if the final product is ready for submission before the student submits their FYP to the Program Director. If the review committee determines that revision and resubmissions are required, the mentor and members of the review committee cannot assist with the response or revisions.

Submission Format
After approval by the mentor, the student should email two pdf documents to the Program Director and copy the mentor and program administrative support staff. The Program Director, or their designee, will distribute the submission to the review committee:

- A 1-page cover letter (pdf or docx) containing the date, title of the manuscript, author's name, name of the journal to which the manuscript would be targeted; hyperlink to that journal's instructions for authors; list the style requested by the journal (e.g., APA vs. AMA); statement affirming that the research paper is the student's product. This statement should include all contributing individuals and identify his or her contribution.
- Manuscript cover page, abstract, text, references, tables and figures (this supersedes any journal request that text and figures should be submitted in separate files; the document can be reformatted when submitted to a journal).

Evaluation of Written Document
Members of the review committee and the mentor will conduct a mock review, as though they had received a request to evaluate this paper from a journal. Reviewers have the option to meet to discuss their reviews. Reviewers will be asked to prepare their reviews (and re-reviews), complete the formal rubric (in the following section) and make recommendations to the Program Director concerning the acceptability of the FYP within 2 weeks. The Program Director will collect and synthesize reviews to be sent to the student. Like manuscript review, the reviews will be anonymous from the student perspective. A majority of advisory committee members must approve of the manuscript by indicating "**Approve."** If most reviewers indicate "**Modification Required"** this will require modification of the document and committee reevaluation. Ordinarily a maximum of 2 weeks will be provided to the student for manuscript revisions. The revised document will be submitted and distributed in the same manner as the original submission (see above). One or more revision-and-resubmit cycles may be required before a majority of advisory committee members indicate "**Approve"** to the Program Director**.**

Oral presentation:
After the document is accepted, each student will present a short (up to 15 minutes) colloquium of their research to a meeting of program faculty and students. The CPP program coordinator will organize a "FYP Research Day" annually for this to occur.

<u>Rubric:</u>
Purpose: The purpose of this rubric is to give CPP students an understanding of the criteria that will be used to guide the assessment of the quality of their scholarship and to apply the rubric in completing the final assessment of their FYP.

Application: This rubric is intended to be shared with students early in the process. Students can use this rubric as a coherent set of criteria that include descriptions of expected levels of performance for the FYP

milestone. It is expected that a FYP that is approved by the reviewers would be evaluated as being at or better than the "good performance" category and at or above a "3" level in all areas.

Instructions for FYP Reviewers:

- Please fill out the complete form. *Do not leave blanks*.
- Using the 5-point scale below, only circle one number for each rubric section to indicate your assessment of the candidate's scholarship. Please rate the student's performance in the domains listed below, considering their developmental level/ year in the program and the amount of time and scope of experiences they have completed thus far in the program.
    - 1 = Inadequate Performance (Consistently below expectations)
    - 2 = Marginal Performance (Meets minimum expectations at times, but not consistently)
    - 3 = Good Performance (Consistently meets minimum expectations for a student of their level)
    - 4 = Very Good Performance (Exceeds expectations at times)
    - 5 = Outstanding Performance (Exceeds expectations consistently)
    - NA= Not applicable, no basis for rating
- Once complete, please return the completed form to the Program Director.

ABSTRACT

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Introduction to the problem or findings missing • Statement of the problem, findings, methodology very limited or absent	• Introduction to the problem or findings not developed in a clear way • Findings, methodology, and/or significance not well organized	• The abstract has an introduction to the finding • Statement of the problem, findings, methodology, and/or significance may need some more further organization	• Organized well • States the research problem, findings, methodology, and significance	• Clear and concise; smoothly draws the reader in • States the problem, findings, methodology, and significance well

RESEARCH QUESTION OR THESIS THEME

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Research question is weak, insignificant, uninteresting or unimportant	• Research question is not strongly supported or developed • The question needs more development to enhance its originality • The case is not well developed that question is significant, interesting or important	• Research question is developed, but not as thoroughly • The question may be original but could be improved • Significance to the field is somewhat supported	• Research question is well developed • The question is original and innovative • Significance is clear, well-situated to advance existing knowledge	• Research question very well developed • The question is exceptionally original and innovative • Significant in its potential contribution, calls forth new knowledge, obvious potential to address critical issues within the field

LITERATURE REVIEW

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance

1	2	3	4	5
• Literature review is absent or unrelated to overall research project	• Incomplete, omissions or unsubstantiated interpretations, may only provide a list of previous findings without being in dialogue with the literature • Little evidence the candidate understands the canonical and current literature within their field, relevance to the research question unclear • May not address the gap in the literature	• Provides an analysis of previous findings; adequate coverage but limited as to viewpoints presented • Reference to and discussion of canonical and current relevant literature but weak connection with their question or thesis • May develop some connection but not a strong connection to the gap in the literature their project addresses	• An insightful review that draws connections and integrates literature in a new way • Includes canonical and current relevant literature and uses the literature to discuss scholarly trends and to develop hypotheses • Draws a clear relationship to the gap in literature their project will address	• Mastery of original and critical engagement with relevant literature in the field • Hypotheses derived from both canonical and current literature review with analysis and summary contributing to the body of research in their field • Demonstrates the gap in the literature relevant to their study and makes a compelling argument to addressing the gap

FRAMEWORKS AND MODELS

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• There is no theoretical framework or model guiding the research project	• Theoretical framework is unclear, or misunderstood • Theories not connected to the literature review or research question clearly; little or no • discussion of the impact of theory on their research; may reject theory as important or pertinent to their study	• Current theories are connected to but provide only a minimal framework for the research • The research connects back to theoretical bases in some way; little or no discussion of the impact on existing theories their research implies	• Current theories are connected to and provide a clear framework for the research; well-versed in theory • Clear connection between theory and research questions, • gaps identified in existing theories; discusses the impact on existing theories their research implies	• Utilizes multiple demonstrably relevant theories or models; looks at the complementarity and tensions of competing theories • Uses theory to generate questions, answers, and considers their implications; addresses how their project will contribute to, support, or change established theory

METHODS AND APPROACHES

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Methodology is not appropriate for the main question, data analysis plan or population	• Uses a methodology and/or population that does not lend itself well to the study of the question • Is unaware of, or has not identified, the biases and/or limitations within the study design	• Shows basic competence in understanding methodology and study design • Study biases and/or limitations within the study design discussed but may not be well developed	• Some quality or innovative methodology and study design • Study biases and/or limitations within the study clearly understood and discussed • Discussion of	• High quality, innovative study design; design of study manifests a deep understanding of the field • Discusses the limitations of the methodology, study design, and potential

	• A clear connection between the methodology and the data analysis either not discussed or not clearly made • The analysis plan may be incomplete and/or poorly organized and/or implemented	• Choice of methodology, approach and study design acceptable; connection discussed but may not be clearly developed • The analysis plan connects back to theory but may not establish a clear connection; aspects of the data are adequately considered but a more thorough analysis should be considered	connection between methodology and data analysis clear and concise • Analysis plan is thorough, complete and well-connected to the research question and theoretical framework	biases inherent in study • Clear explanation of methodological choices, and integration of approaches; iteratively explores questions raised by the data or theoretical analysis; discussion of connection between methodology and data analysis clear and concise • Analysis plan is rigorous, nuanced, and transparent

THEORETICAL ANALYSIS, DISCUSSION and INTERPRETATION

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Any part of the theoretical analysis, discussion and interpretation is missing	• The analysis may be incomplete and/or poorly organized and/or implemented • The findings may not be supported by the analysis; the discussion of the findings may not be well organized and/or not address all of the findings clearly and/or be missing portions such as a discussion of the strengths and weaknesses of the research • Validity of the findings may not be addressed	• The analysis connects back to theory but may not establish a clear connection • Aspects of the data are adequately considered but a more thorough analysis should be considered • Validity of the findings are addressed but may lack a thorough approach	• Analysis is thorough, complete and well-connected to the research question and theoretical framework • Validity of the findings are addressed rigorously	• Analysis is rigorous, nuanced, and transparent; findings are tied to the research question and theoretical foundations • A rigorous discussion of the validity of the findings are engaged in and compared to previous research in the field

CONCLUSIONS

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Conclusions are absent or incorrect based upon presented data	• May not include a summary of results or summary may not be clear and organized; the connection between the findings and data may not be established in a	• Summarizes the results and provides a general discussion in reference to the literature; the results are situated as to their significance • Little or no discussion	• Conclusions are well-presented and insightful; they return to the larger context to identify future directions and/or discuss how the field needs to change	• Provides a focused discussion of conclusions, situating them in the literature to draw connections or point to differences with previous research; advances

	convincing way • Little or no interpretation is provided or the interpretation may not fully fit the findings	of the 'gap' in the literature their study addresses	• Accentuates the 'gap' in the literature and presents a compelling argument as to how their study fulfills this area	the field(s) of knowledge and raises questions for the future • Makes a compelling and interesting argument as to the importance of their findings and how those findings address the 'gap' in the literature originally identified

WRITING AND SCHOLARLY VOICE (SLO Communication and Interpersonal Skills)

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Writing and scholarly voice in not sufficiently professional with excessive spelling, punctuation or formatting errors	• More development of academic speech and writing skills necessary; Tone is not professional • Syntax or vocabulary may not be well developed; writing may be difficult to read or understand; errors of spelling, punctuation or formatting • Overreliance on jargon or the candidate may not have a command of the field's lexicon	• Writing and speech are somewhat developed and professional • Spelling, punctuation, grammar, in general, meet program and institutional standards; formatting is adequate • The lexicon of the respective field is understood and used properly	• The tone of writing and speech is professional; scholarly style • Speech and writing are grammatically correct, fluid, precise, and clear; vocabulary and syntax are mature; formatting is accurate • Lexicon of the field is clearly explained and defined	• The candidate's written 'voice' is heard and yields a definitive, clear presence. Speech is professional and commanding • Speech and writing are fluid, precise, and clear; vocabulary and syntax are mature; scholarly style and format are accurately used • Lexicon of the field is clearly explained and defined

DIVERSITY and APPLICATION

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	**2**	**3**	**4**	**5**
• Both fails to consider diversity factors and makes inappropriate claims about generalization of findings	• Fails to address questions of diversity where such considerations are clearly relevant to the current research • Makes claims that are inappropriately universalizing	• Discusses relevant issues of diversity but could provide greater depth or nuance • Recognizes the existence of multiple frameworks and epistemologies but does not address these sufficiently	• Provides analysis of some of the diversity considerations and debates that are relevant to the topic, methodology, and conclusions • Recognizes the existence of multiple frameworks and epistemologies and avoids inappropriately universalizing results	• Provides a sophisticated, critical, and nuanced analysis of key considerations and debates where relevant to the topic, methodology, and conclusions • Recognizes the existence of multiple frameworks and epistemologies and avoids inappropriately universalizing results

APA Domain Specific Knowledge

- Research methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- Statistical analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- APA Profession Wide Competency
    - Element 1: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

    - Element 2: Conduct research or other scholarly activities.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

<u>Final Determination of First Year Project Milestone:</u>

☐ **Approve**:

Complete next section
Meets CPP SLO Research standard and APA Profession Wide Competency in Research
MLA of 3's in all ratings of elements and domains have been achieved

☐ **Modification required**:

MLA of 3's not obtained across all domains above
Suggested date for revision to be completed (Optional)

Would the reviewer recommend subsequent submission for publication?

☐ Yes

☐ Yes, with modifications/revisions (detail decision below)

☐ No (detail decision below)

_____ _____

Reviewer Name Date

_____

Reviewer Signature

Comments for student, divided by those pertaining to (1) APA Standards & (2) publication:

Confidential comments to Program Director:

Appendix E – Milestone 2: Qualifying Exam

Overview:

The qualifying exam (QE) includes 3 parts:

- Written grant proposal
- Oral presentation
- Oral examination (conducted immediately following the oral presentation)

A single grading determination will be made based on the collective decision of the QEC, as described below.

Timeline:

- Year 2, Winter Quarter: Identify 6 potential Qualifying Exam Committee (QEC) members, the proposal topic and submit to program director, or designee, to form the QEC.
- Year 2, Spring Quarter: Develop annotated outline with advisor and committee input, set oral defense date
- Year 3, Fall Quarter (1st day): deadline to submit final QE to committee.
- Year 3, Fall Quarter (mid-quarter): deadline for oral presentation and QE defense

The QE is typically completed during the 2nd year of the program, following completion of the FYP. Note: Per OHSU Graduate Studies Policy, students may not take the QE if they are on academic probation or if an Incomplete (I) grade remains on their transcript.

Process:

Written grant proposal

The written product will be a grant proposal for an extramural agency following their format. Students should discuss with their mentors the best format which meets their professional goals. For example, some students may wish to develop a grant proposal as a training exercise based on a non-profit foundation's format with no intention for submission. Other students may wish to pursue formats such as applying for an American Psychological Foundation grant to support dissertation research or an NIH-funded fellowship. The QEC is to be consulted regarding length and scope and they and the mentor may suggest literature to be considered, and the QEC will also consult in construction of an annotated outline. The QEC will also specify for the student the necessary sections and format to ensure it meets the chosen proposal format requirements. Of note, if the project is a training grant then the focus should be on the research plan only (i.e., grant application materials describing background and research plan sections that can stand alone). The submission will also include a bio-sketch. This is not expected to be a fully independent endeavor and the proposal will be developed in collaboration with their mentor to ensure that students get guidance in quality grant writing. However, no plagiarism and no block copying from the grant proposals or QEs of others is allowed. Students must have completed their FYP before they are able to formally initiate their QE project, though some people may begin preparatory activities on the QE before completing their FYP. Of note, a student may have already submitted a grant in their first or second year of the program, it would not be appropriate to use a previously submitted grant for the QE project.

For students intending to submit their proposals for funding consideration, students are encouraged to submit the QE in advance of the deadlines to allow for time for actual grant submissions early in their program.

Qualifying Exam Committee (QEC)

Formation and process: The mentor and student provide names of 6 potential QEC members, the proposal topic and the identified grant format to the Program Director at least 90 days before the final document is submitted, but with a deadline of the end of winter quarter in year 2. The Program director, or designee, will determine the final QEC committee within 3 weeks. If a committee is not able to be composed from the 6 potential members that were originally submitted, then the student and mentor will be asked to submit additional options. An oral defense date will be determined, and the committee will give feedback on an outline. The written document must be submitted to the committee members at least 4 weeks prior to the oral presentation and defense, but with a deadline of beginning of fall term year 3.

Composition: The QEC comprises at least 3 members and includes the student's mentor. At least one QEC member must be a member of the Voting Faculty of the Clinical Psychology Graduate Program. At least one member must be a program faculty member who is a licensed psychologist to ensure a clinical perspective is being adequately incorporated.

Role of Mentor and QEC: The mentor often serves as the QEC Chair and helps with enforcement of deadlines and completion of necessary rubrics and paperwork. It is expected that the student will discuss the QE topic with the mentor and QEC faculty and obtain advice on the topic and its scope, and the committee may suggest relevant literature to consider. The mentor and the student will together make the final decision on the focus or question of the QE. Unlike the FYP, the QE is a project that is often highly mentored and supported. The mentor can assist with all phases of preparation of the document itself including providing editorial help. During the oral presentation and defense, the mentor may observe the oral presentation and oral defense and ask questions of the student. Generally, the research mentor is encouraged to allow the student to answer independently during the questioning by the other members of the committee, and not act as an advocate or interpreter.

Limits on and documenting assistance: The student must write the text of the written portion, and create the slides for the presentation portion of the exam. Students are encouraged to seek input into project design from faculty, students, and colleagues. Students are encouraged to practice their presentation with other students and lab members and to seek advice on logic, order, and style. Students must acknowledge/list contributions from all individuals in Appendix 1 of the written proposal and in an acknowledgement slide during the oral presentation

Evaluation/Review:
A student who has passed the QE will be eligible to advance to candidacy, contingent on approval of the Associate Dean for Graduate Studies. The goal of the QE is to provide a vehicle by which students demonstrate the ability to plan a feasible research project that will make a scientific contribution. This product should be suitable in scope and content for submission to a granting agency. Since grant submissions may have a more condensed literature review section, to demonstrate literature mastery, students will have an accompanying oral exam that demonstrates their depth and breadth of subject expertise and their integrative grasp of the literature.

Assessment: The written product, oral presentation and oral defense will be evaluated based upon the following themes (see rubric for additional details and scoring):

1. Clear communication in writing and speaking
2. Mastery of a relevant literature including integration and historical context
3. Grasp of research design and analytic strategy - research design is logical and feasible.

4. Ability to justify choices made, hypothesize about underlying ideas or theory and identify the implications or significance of the proposed research.

The oral presentation, defense and feedback should be scheduled for a block of 2 hours (30-minute presentation, 1- hour defense, 30 minutes for grading and feedback). The oral presentation consists of a 30-minute PowerPoint lecture that includes the QEC. The QE oral presentation and defense is open to observers, at the discretion of the candidate.

The oral defense, lasting up to an hour, entails committee members asking detailed questions about the document and/or the presentation. The questions will address conceptual background, depth of literature understanding, methodological issues, and reasoning behind decisions made, as well as implications of the conclusions and historical context.

The QE is assessed comprehensively with a determination of "**Approve or Modification Required."** Deliberation will be made by the QEC at the end of the oral defense in private. A brief written evaluation report (Rubric for Qualifying Exam, see below) summarizing the QEC's evaluation of the student's performance on the written document, oral presentation, and oral exam will occur at this time. The report will include grading and if necessary, recommendations from the QEC committee on portions of the exam for which **"Modification Required"** was assigned with a timeline for completion of any modifications. If needed, modification may be suggested for all parts or just for certain parts of the QE. The student will then be invited back in to discuss the results. A written copy of the results will be submitted to the Program Director, or designee, and a copy will also be provided to the student.

The student is allowed to remediate the exam only once, and must complete and obtain approval for the remediation according to a QEC-specified deadline. If the grant proposal is the only part requiring modification and if the QEC agrees, then changes to the grant proposal may be submitted electronically to the QEC for approval and no additional meeting would be necessary. If the presentation or the defense were noted as portions that required remediation then an additional presentation and/or defense date will need to be determined and completed by the deadlines set by the QEC. Under extraordinary circumstances, the Program Director may petition the Associate Dean of Graduate Studies on behalf of the student for an additional retake or time extension. This request should be initiated by the student in consultation with their mentor.

<u>Rubric:</u>

Purpose: The purpose of this rubric is to give CPP students a clear understanding of the criteria that will be used to guide the assessment of the quality of their scholarship and to apply the rubric in completing the final assessment of their QE. This rubric is intended to be shared with students early in the process. Students can use this rubric as a coherent set of criteria that include descriptions of expected levels of performance while developing their scholarship during their program. *It is expected that a qualifying exam grant that is approved by the QEC would be evaluated as being at least in the "good performance" category and at or above a "3" level in all areas*.

Application: This rubric is intended to be shared with students early in the process. Students can use this rubric as a coherent set of criteria that include descriptions of expected levels of performance for the QEC milestone. It is expected that a QEC that is approved by the reviewers would be evaluated as being at or better than the "good performance" category and at or above a "3" level in all areas.

Instructions for QEC Reviewers:

- Please fill out the complete form. *Do not leave blanks*.
- Using the 5-point scale below, only circle one number for each rubric section to indicate your assessment of the candidate's scholarship. Please rate the student's performance in the domains listed below, considering their developmental level/ year in the program and the amount of time and scope of experiences they have completed thus far in the program.
    - 1 = Inadequate Performance (Consistently below expectations)
    - 2 = Marginal Performance (Meets minimum expectations at times, but not consistently)
    - 3 = Good Performance (Consistently meets minimum expectations for a student of their level)
    - 4 = Very Good Performance (Exceeds expectations at times)
    - 5 = Outstanding Performance (Exceeds expectations consistently)
    - NA= Not applicable, no basis for rating
- Once complete, please return the completed form to the Program Director.

RESEARCH QUESTION, INNOVATION, AND SIGNIFICANCE

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	4	***5***
• Research question is not strongly supported or developed. • The question needs more development to enhance its originality • The case is not well developed that it is significant, interesting or important	• Research question is developed, but not as thoroughly. • The question may be original but could be improved • Significance to the field is somewhat supported	• Research question is well developed. • The question is original and innovative	• Research question very well developed • Significance is clear, well-situated to advance existing knowledge	• The question is exceptionally original and innovative • Significant in its potential contribution, • calls forth new knowledge, obvious potential to address critical issues within the field.

LITERATURE REVIEW

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
• Incomplete, omissions or unsubstantiated interpretations, may only provide a list of previous findings without being in dialogue with the literature • Little evidence the candidate understands the canonical and current literature within their field, relevance to the research question unclear • May not address the gap in the literature	• Provides an analysis of previous findings; adequate coverage but limited as to viewpoints presented • Reference to and discussion of canonical and current relevant literature but weak connection with their question or thesis • May develop some connection but not a strong connection to the gap in the literature • their project addresses	• A clear review that draws connections and integrates literature well • Includes canonical and current relevant literature and uses the literature to discuss scholarly trends and to develop hypotheses • Draws a clear relationship to the gap in literature their project will address	• An insightful review that draws connections and integrates literature in a new way • Includes strong canonical and current relevant literature and uses the literature to discuss scholarly trends and to develop clear hypotheses • Draws a very clear relationship to the gap in literature their project will address	• Mastery of original and critical engagement with relevant literature in the field • Hypotheses derived from both canonical and current literature review with analysis and summary contributing to the body of research in their field • Demonstrates the gap in the literature relevant to their study and makes a compelling argument to addressing the gap

USE AND INTEGRATION OF FRAMEWORKS AND MODELS

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
• Theoretical framework is unclear, or misunderstood • Theories not connected to the literature review or research question clearly; little or no discussion of the impact of theory on their research; may reject theory as important or pertinent to their study	• Current theories are connected to but provide only a minimal framework for the research • The research connects back to theoretical bases in some way; little or no discussion of the impact on existing theories their research implies	• Current theories are connected to and provide a clear framework for the research; well-versed in theory • Clear connection between theory and research questions, gaps identified in existing theories; discusses the impact on existing theories their research implies	• Current theories are connected to and provide a very clear framework for the research; research very well- versed in theory • Very clear connection between theory and research questions, gaps identified in existing theories; discusses how project will fit with or impact existing theories	• Utilizes multiple demonstrably relevant theories or models; looks at the complementarity and tensions of competing theories • Uses theory to generate questions, answers, and considers their implications; addresses how their project will contribute to, support, or change established theory

COMMUNICATION, WRITING & SCHOLARLY VOICE (CPP SLO Communication and Interpersonal Skills)

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
• More development of academic speech and writing skills necessary; Tone is not professional • Syntax or vocabulary may not be well developed; writing may be difficult to read or understand; errors of spelling, punctuation or formatting • Overreliance on jargon or the candidate may not have a command of the field's lexicon	• Writing and speech are somewhat developed and professional • Spelling, punctuation, grammar, in general, meet program and institutional standards; formatting is adequate • The lexicon of the respective field is understood and largely used properly	• The tone of writing and speech is professional; scholarly style • Speech and writing are grammatically correct, fluid, and clear; vocabulary and syntax are accurate; formatting is accurate • Lexicon of the field is clearly explained and defined	• The candidate's written 'voice' is professional and clear. Speech is professional and very strong • Speech and writing are fluid, precise, and clear; vocabulary and syntax are mature; scholarly style and format are accurately used • Words are well chosen; and express the intended meaning precisely. Presentation is appropriately formal and information is delivered with fluency. Demonstrates a thorough grasp of professional language and concepts.	• The candidate's written 'voice' is heard and yields a definitive, clear presence. Speech is professional and commanding • Speech and writing are fluid, precise, and clear; vocabulary and syntax are mature; scholarly style and format are accurately used • Lexicon of the field is expertly explained and defined • Presentation is clear, logical, and organized. Listener can follow line of reasoning. Listeners gain insights.

RESEARCH STRATEGY, METHODS, AND APPROACHES

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***

• Uses a methodology and/or population that does not lend itself well to the study of the question • Is unaware of, or has not identified, the biases and/or limitations within the study design • A clear connection between the methodology and the data analysis either not discussed or not clearly made.	• Shows basic competence in understanding methodology and study design • Study biases and/or limitations within the study design discussed but may not be well developed • Choice of methodology, approach and study design minimally acceptable; connection discussed but may not be clearly developed. • The analysis plan connects back to theory but may not establish a clear connection; aspects of the data are adequately considered but a more thorough analysis should be considered	• Shows adequate methodology and study design • Study biases and/or limitations within the study are adequately understood and discussed • Discussion of connection between methodology and data analysis is adequate. • Analysis plan is complete and connects to the research question and theoretical framework	• High quality or innovative methodology and study design • Study biases and/or limitations within the study are clearly understood and discussed • Discussion of connection between methodology and data analysis clear and concise. • Analysis plan is thorough, complete and well-connected to the research question and theoretical framework	• Very high quality, innovative study design; design of study manifests a deep understanding of the field • Broad discussion of the limitations of the methodology, study design, and potential biases inherent in study • Clear explanation of methodological choices, and integration of approaches; iteratively explores questions raised by the data or theoretical analysis; discussion of connection between methodology and data analysis clear and concise. • Analysis plan is rigorous, nuanced, and transparent.

APA Domain Specific Knowledge

- Research methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- Statistical analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- APA Profession Wide Competency
    - Element 1: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to

contribute to the scientific, psychological, or professional knowledge base.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

- Element 2: Conduct research or other scholarly activities.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

QEC comments for student concerning performance:

Written Product:

Oral Presentation:

Defense:

Final Determination of QE:

☐ **Approve**:

Complete next section
Meets CPP SLO Research standard and APA Profession Wide Competency in Research
MLA of 3's in all ratings of elements and domains have been achieved

☐ **Modification required**:

MLA of 3's not obtained across all domains above
Suggested date for revision to be completed (Optional)

Would the reviewer recommend subsequent submission for publication?

☐ Yes
☐ Yes, with modifications/revisions (detail decision below)
☐ No (detail decision below)

_____ _____

Reviewer Name Date

_____

Reviewer Signature

_____ _____

Reviewer Name Date

_____

Reviewer Signature

_____ _____

Reviewer Name Date

_____

Reviewer Signature

_____ _____

Reviewer Name Date

_____

Reviewer Signature

_____ _____

Reviewer Name Date

_____

Reviewer Signature

Confidential comments to Program Director:

Advancement to Candidacy

Upon successful completion of the QE, students will become eligible for recommendation for advancement to candidacy. The Graduate Program Director will sign the Qualifying Examination form indicating successful completion of all requirements for advancement to Ph.D. candidacy.

The requirements for advancement to candidacy for the Ph.D. degree are as follows. In good standing with clinical practicum training and successful completion of:

- All year 1 and 2 required didactic courses excluding those offered biannually (grades of B or better)
- A successfully completed 1st year research project
- Successful completion of the Qualifying Examination

Students should refer to all policies and forms on the SOM website: https://www.ohsu.edu/school-of-medicine/graduate-studies/forms-and-policies.

An Advancement of Ph.D. Candidacy Form must be sent to the Graduate Studies Office. Students cannot be recommended for advancement to candidacy if they are on academic probation or if an incomplete grade remains on their transcript. Students who are advanced to candidacy are deemed “senior” students in the program.

Appendix F – Milestone 3: Completion of Coursework

Coursework must be completed with a B or better, in graded courses, or with a Pass, in Pass/Fail courses. Courses listed below are required by the CPP.

Psychology Core Courses (42 cr.)
CPSY 610 Abnormal Psychology & Psychopathology I (3 cr.)
CPSY 611 Psychological Intervention I - Clinical Interview (3 cr.)
CPSY 613 Psychological Assessment I - Adult (3 cr.)
CPSY 614 Ethical & Legal Considerations in Psychology (1 cr.)
CPSY 615 Cultural Considerations & Diversity (1 cr.)
CPSY 616 Advanced Integrative Knowledge in Psychology I (3 cr.)
CPSY 620 Abnormal Psychology & Psychopathology II - Advanced Issues (3 cr.)
CPSY 621 Psychological Intervention EBT II - Adult (3 cr.)
CPSY 623 Psychological Assessment II - Child (3 cr.)
CPSY 626 Advanced Integrative Knowledge in Psychology II (3 cr.)
CPSY 630/NURS 630 Advanced Measurement (3 cr.)
CPSY 631 Psychological Intervention EBT III - Child (3 cr.)
CPSY 632 Psychology Research Seminar (1 cr.)
CPSY 640 Psychology Supervision & Consultation (1 cr.)
CPSY 641/NURS 641 Applied Health Statistics I: Descriptive, Associative & Comparative Statistics (4 cr.)
CPSY 642/NURS 642 Applied Health Statistics II: Generalized Linear Modeling (3 cr.)
CPSY 643 History & Systems of Psychology (1 cr.)

Other Required Courses (1 cr.)
IPE 601 Foundations of Patient Safety & Interprofessional Practice (1 cr.)

Internship (39-41 cr.)
CPSY 604 Psychology Internship (36 cr. total)
CPSY 650 Professional Development Seminar and Internship Preparation (3-5 cr. total)

Practicum (41 cr.)
CPSY 607 Psychology Practicum Seminar (8 cr. total)
CPSY 609 Psychology Clinical Practicum (33 cr. total)

Research and Dissertation (54 cr.)
CPSY 601 Psychology Graduate Research (27 cr. total)
CPSY 603 Psychology Research Dissertation (27 cr. total)

Appendix G – Milestone 4: Practica

Students are referred to the OHSU CPP Practicum Guidelines for the most recent details of practica.

- Practicum slots may be less flexible/more assigned early on in training, with more options for flexibility as students advance.
- Blending assessment and treatment activities will be important to ensure students are competitive for internship.
- Consider adult versus pediatric focus for each student, depth versus breadth considerations will be important as well as range and variety of experiences.
- Neuropsychology interested students should communicate this to the practicum committee and should do an assessment rotation in year 1 and have a plan for gaining neuropsychology specialty skills prior to the start of the neuropsychology practicum. The practicum committee is considering options to help students gain these skills.
- Only supervised practicum experiences can be counted in the AAPI practicum hours. This is defined as any supervised clinical experience (post matriculation) that has a practicum contract, receives the required hours per week of supervision, and direct observation at each evaluation point (e.g. not volunteering).

The exact number of face-to-face direct service hours may vary between placement types, but estimates will be specified in the supervision contracts by the supervisor. The remaining hours can include indirect service activities (e.g., case preparation, chart review, report and note writing) and supervision. Supplemental (research or add on) part time opportunities may be available with the approval of the student's mentor and the training director or their designee.

- Pre-practica, Year 1 in CPP (Minimum 40 hours by the end of May in year 1): Complete observation opportunities in a variety of clinics to gain exposure, hours to be monitored by the advisor and maintained in a tracking log by the student.
- 1st year of practica, Year 2 in CPP (up to 8 direct hours, ~12 hours/wk; 1 clinical day): Some classes still (mainly Th), enrolled in practicum seminar (group supervision).
- 2nd year of practica, Year 3 CPP (up to 16 direct hours, ~20 hours plus/wk; 2 clinical days), more limited courses, enrolled in practicum seminar (group supervision).
- 3rd year of practica, Year 4 CPP (up to 16 direct hours, ~20 hours plus/wk; 2 clinical days), very limited courses

Rubric:

OHSU Clinical Psychology Program (CPP) Practica Supervisor Evaluation of Trainee	
PRACTICUM SITE:	TRAINEE:
Supervisor Name:	Secondary supervisor name (if applicable):
Today's Date:	Evaluation Period:
Feedback reviewed with trainee (Yes or No)?	Based in part on direct observation (Yes or No)?

This form should be completed by the student's primary supervisor. Secondary supervisors will not complete separate evaluations, however, information from a secondary supervisor may be incorporated in this evaluation.

INSTRUCTIONS: The primary supervisor should review the information on this evaluation with the trainee prior to submission. Please rate the trainee's performance in the clinical competencies listed below, *taking into account their developmental level/ year in the program* and the amount of time and scope of experiences they have completed thus far in the current practicum placement. NOTE: **Global comments are required each term, global and domain specific comments are also required at the end of the yearlong rotation**. Otherwise, domain specific comments are only required if there are any ratings below a 3 on individual items.

1 = Inadequate Performance (Consistently below expectations), remediation plan required
2 = Marginal Performance (Meets minimum expectations at times, but not consistently), informal support
3 = Good Performance (Consistently meets minimum expectations for a student of their level)
4 = Very Good Performance (Exceeds expectations at times)
5 = Outstanding Performance (Exceeds expectations consistently)
NA= Not applicable, no basis for rating (use sparingly)

PLEASE NOTE: A mean score of 3 or higher is required in every profession wide competency by the end of each practicum training year to meet the minimum levels of achievement (MLA) as part of the clinical psychology doctoral program's system for evaluating student competencies. Feedback about performance should be shared regularly, if a student obtains a rating of 2 on any items then an informal improvement plan should be created. If a student receives a rating of 1 on any of the items, or a mean profession wide competency score below 2, then a formal written remediation plan will be created with the program and placed in the student's file to describe the activities that the student will engage in to achieve a rating of 3 or higher on future assessments. If a student either fails to remediate inadequate performance while on a remediation plan, or they do not achieve a mean score of 3 on any profession wide competency by the end of the practicum, they will fail the CPSY 609 course for spring quarter. Please see the practicum guidelines, student guidelines and 609 syllabus for additional information.

Ethics and Legal Standards		Rating 1-5 (3 or higher is MLA)
1	Demonstrates knowledge of *APA Ethical Principles of Psychologists and Code of Conduct,* relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels and relevant professional standards and guidelines.	
2	Engages in professional activities and acts in a manner that is consistent with the *APA Ethical Principles of Psychologists and Code of Conduct*, relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels and relevant professional standards and guidelines across professional interactions and roles.	
3	Recognizes ethical dilemmas as they arise, and applies appropriate clinical decision making to resolve those dilemmas	
4	Conducts self in accordance with ethical and legal guidelines in all professional activities; for example: o Maintains confidentiality, secures appropriate releases o Understands and appropriately obtains informed consent o Avoids dual relationships o Understands personal limits and competencies	
	REQUIRED at final eval or if low scores: Comments	Mean=

Individual and Cultural Diversity	Rating 1-5

1	Demonstrates an understanding of how one's personal background and culture may affect one's understanding of an interaction with individuals who are of differing backgrounds	
2	Demonstrates knowledge of current theoretical and empirical knowledge base related to diversity and individual differences as it related to professional activities	
3	Integrates awareness and knowledge of individual and cultural differences in the conduct of professional activities, and demonstrates the ability to work effectively with a range of diverse individuals, including: o the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered o the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own	
4	Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	
	REQUIRED at final eval or if low scores: Comments	Mean=

Professional Values and Attitudes Rating 1-5

1	Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; for example: remains pleasant and accessible, attends all required trainings and scheduled clinic hours, interacts with others in a professional and courteous manner, maintains professional boundaries, presents a professional image, tolerates ambiguity/uncertainty.	
2	Demonstrates ability to engage in self-reflection regarding one's personal and professional functioning and skills.	
3	Engages in activities or actions to maintain and improve performance, well-being and professional effectiveness	
4	Actively seeks supervision; for example: reviews/prepares for supervision or team meetings, asks questions in supervision sessions, seeks help/consultation when appropriate	
5	Demonstrates openness and responsiveness to feedback and supervision	
6	Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
	REQUIRED at final eval or if low scores: Comments	Mean=

Communication and Interpersonal Skills Rating 1-5

1	Demonstrates effective interpersonal communication skills and successfully maintains relationships with a wide range of individuals (e.g., colleagues, supervisors, supervisees, recipients of professional service)	
2	Produces written communications that are informative, well integrated, and appropriate for intended audience	

3	Engages in verbal and nonverbal communication that is informative, well integrated, and appropriate for intended audience	
4	Demonstrates the ability to effectively produce and comprehend oral, nonverbal, and written communications, including a thorough grasp of professional languages and concepts relevant to the practice of health service psychology	
5	Demonstrates the ability to effectively navigate challenging interactions, by demonstrating professional verbal, nonverbal, and written communications with others, including the ability to manage difficult communication well.	
6	Maintains all required chart documentation in an accurate and timely manner; for example: intake reports, progress notes, case notes, service plans, termination summaries	
	REQUIRED at final eval or if low scores: Comments	Mean=

Assessment Rating 1-5

1	Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
2	Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	
3	Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
4	Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
5	Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
6	Develops treatment recommendations that are grounded in assessment results	
7	Verbally communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
8	Demonstrates ability to communicate in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
	REQUIRED at final eval or if low scores: Comments	Mean=

Intervention Rating 1-5

1	Establishes and maintains effective relationships with the recipients of psychological services	
2	Develops evidence-based intervention plans specific to the service delivery goals.	

3	Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
4	Demonstrates the ability to apply the relevant research literature to clinical decision making.	
5	Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking (e.g., when intervention has yet to be tested with specific patient populations or in certain clinical contexts).	
6	Implements methods for evaluating intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.	
	REQUIRED at final eval or if low scores: Comments	Mean=

Supervision		Rating 1-5
1	Demonstrates knowledge of supervision models.	
2	Demonstrates knowledge of supervision practices (e.g., mentoring and monitoring the development of competence)	
	REQUIRED at final eval or if low scores: Comments	Mean=

Consultation and Interprofessional/Interdisciplinary Skills		Rating 1-5
1	Demonstrates knowledge of and respect for the roles and perspectives of other professions	
2	Demonstrates knowledge of consultation models and practices.	
	REQUIRED at final eval or if low scores: Comments	Mean=

GLOBAL SUMMARY COMMENTS

Strengths

Growth Areas

Supervisor signature: _____ Date: _____

Trainee signature: _____ Date: _____

Appendix HI – Milestone 5: Dissertation

Overview:

The dissertation and oral exam are completed after the qualifying exam and after the student has advanced to candidacy.

Timeline:

Details around recommended timelines and final deadlines are noted in Table 2, it is prudent to allow for additional time in deadlines based upon committee travel, need for signatures etc.

- Mid-summer year 3: Propose dissertation to DAC, this must be approved by the DAC by the end of summer year 3.
- Winter quarter year 3: Form Dissertation Advisory Committee (DAC).
- Beginning of spring year 4: Set tentative oral exam date. Ideally, students will defend the dissertation with an oral exam before leaving for internship. Some students may choose to defend their dissertation while on internship, but this must occur no later than mid-spring of internship year.
- Submit the application for degree form 1 term prior to graduation
- 8 weeks before oral exam, submit final dissertation to DAC
- 4 weeks before oral exam, submit signed request for oral exam form with oral exam committee listed
- 2 weeks before oral exam submit dissertation to oral exam committee.
- Oral Exam passed: Students must complete the oral exam by mid-spring of the year they are on internship (i.e., mid-spring year 5 for most students, absolute deadline is mid-spring year 7).

At least:

- 8 weeks prior to the scheduled oral exam date, a Request for Oral Examination form must be submitted to the Office of Graduate Studies
- 4 weeks prior to the scheduled oral exam date, a signed request for oral exam with OEC listed must be submitted
- 2 weeks prior to the dissertation defense/oral examination, all members of the OEC must receive the following:
    - An unbound copy of the dissertation from the student.
    - A copy of the approved REQUEST FOR ORAL EXAMINATION form which will be forwarded to the Chair by the Graduate Studies Office upon approval of the Request for Oral Examination.
    - A copy of the "Instructions for Members of the Oral Examination Committee" which will be forwarded to the Chair by the Graduate Studies Office upon approval of the Request for Oral Examination.

Outcome:

The dissertation in its entirety will include 3 parts:

- Written dissertation document
- Oral presentation (open to the public).
- Oral examination ("defense"; conducted immediately following the oral presentation).

Competencies:

For APA tracking of competencies, in addition to each member signing the Oral Examination Certification Form, a single rubric will be completed based on the collective decision of the OEC, described below.

Process:
In accord with the Graduate Council By-Laws, a minimum of six full-time academic terms is required for the PhD degree. In addition, students must be candidates for at least three academic terms prior to the final oral examination for the PhD degree.

The DAC must be established within one term of advancing to candidacy. Candidates are required to register for dissertation credits each quarter between completing their QE and the oral defense. These are graded P/NP. Any NP triggers placement of the student on a remediation plan, the details of which will be determined by the DAC in consultation with the Program Director.

The Request for Dissertation Advisory Committee (DAC) Form – Ph.D. Programs should be submitted within one term after advancing to Ph.D. candidacy. Detailed instructions can be found on the Graduate Studies Forms & Policies Page – Dissertation Advisory Committee (DAC) Guidelines.

Dissertation Advisory Committee (DAC)
The DAC comprises at least four faculty members (including the student's advisor) with expertise in one or more aspects of the student's project, who are familiar with the requirements of the graduate program for completion of a PhD. Students (in consultation with their faculty advisor and program director) may request specific faculty to serve on their DAC.

- DAC Chair: One DAC member, not the mentor, with significant experience in mentoring graduate students, and having served on a DAC before.
- No more than two DAC members may lack any DAC experience and at least one member must have been on a DAC for a graduated student.
- At least one member must be a program faculty member who is a licensed psychologist to ensure oversight of clinical training progress in addition to research training progress.
- A majority of DAC members must be members of the Graduate Faculty.
- OHSU faculty from outside the Graduate Faculty may be included.
- One member may be from outside the university, but these require approval by the Associate Dean for Graduate Studies (the Program Director should include a brief CV and short explanation of non-OHSU-faculty expertise on the committee to the Associate Dean).

Students must meet with their DAC in person (unless they are away on internship, in which case a virtual meeting may be conducted) at least every six months and students will prepare an organized presentation of their recent progress (e.g., a PowerPoint presentation), including a summary of the goals outlined by the DAC during their previous meeting, a discussion of their accomplishments and any problems encountered, and a summary of the directions they intend to pursue during the following six months. A Dissertation Advisory Committee Meeting Summary Form will be completed and distributed after each meeting. Additional meetings may be scheduled by the student or by the members of a DAC to ensure the student progresses towards their doctoral degree.

See also Dissertation Advisory Committee (DAC) Guidelines and Dissertation Advisory Committee Meeting Summary Form on the SOM website.

Dissertation
Students should reference the Guidelines and Regulations for Completion of Master's and Ph.D. Degrees on the SOM website.

Proposal: A written dissertation research proposal must be submitted by the student by mid-summer and approved by the DAC by the end of Summer Term B. In general, it is expected that the proposal will contain a brief review of the relevant scientific literature, a statement of the rationale or hypothesis for the project, a description of proposed methods including the approach to statistical analysis, a discussion of the expected outcomes and their significance, and references. Although the length and format for this proposal may vary depending on the nature of the project, students are strongly encouraged to adopt the format of the Research Plan in the standard NIH research grant application. A majority of the DAC members must approve the research proposal. DAC members will indicate their approval of the proposal by signing the DAC Meeting Summary Form. The student must submit the signed form to the Program Director.

The student may proceed with their project after the PhD proposal has been approved by the DAC.

Document:
The CPP does not prescribe any specific format for the dissertation (e.g., chapter-based, a collection of studies written as manuscripts prepared for publication) as long as the contents meet all requirements set forth by the dissertation rubric (see Program Guidelines). Students are programmatically allowed to include previously accepted manuscripts, completed as part of their doctoral studies, as chapters in their dissertation, conditional on prior DAC approval or during the proposal defense. It is at the discretion of the DAC during the proposal defense to approve the planned format; for example, a student may wish to pursue a "staple" dissertation format (i.e., an integrated introduction, three chapters formatted for manuscript submission, integrated discussion; e.g.: https://digitallibrary.sdsu.edu/islandora/object/sdsu%3A139705) versus a more "traditional" format (i.e., multiple chapters of varying lengths and structures). The final written document should be approved by the student's mentor and must be submitted to the dissertation committee members at least 8 weeks prior to the oral presentation and defense, but with an absolute deadline of beginning of spring term year 7 (or beginning of spring term that the student is on internship, whichever is sooner). After the dissertation has been approved, the DAC becomes known as the Oral Exam Committee (OEC). Typically, the DAC and OEC will be identical.

Dissertation Defense/Oral Exam
Students must be registered for at least one hour of dissertation credit during the term in which the Oral Examination occurs. Students may not take the oral examination if they are on academic probation or if an Incomplete (I) grade remains on their transcript.

Oral Exam Committee (OEC): The OEC comprises at least 4 faculty members (including the student's advisor) with expertise in one or more aspects of the student's project, who are familiar with the requirements of the graduate program for completion of a PhD. Additionally:

- OEC Chair: The student's mentor should serve on the OEC but may not serve as Chair. The Chair must be a member of the Graduate Faculty
- At least 4 faculty members (including the advisor) who do not have primary appointments in the same department or institute
- At least 1 member who was not a member of the DAC

Oral Exam:

In collaboration with their OEC and the program coordinator, it is the responsibility of the graduate student to set the date, time, and place of the oral examination; the program coordinator will assist in post notices on campus.

The oral presentation, defense, and feedback should be scheduled for a block of 2.5 hours to include, roughly:

- 30-minute presentation. This often includes use of PowerPoint or a similar format
- 1-hour defense. The OEC is expected to ask detailed questions about the document and/or the presentation. The questions will address conceptual background, depth of literature understanding, methodological issues, and reasoning behind decisions made, as well as implications of the conclusions and historical context. The exam period is open to the public and other observers, but observers may not speak or participate.
- 1-hour for deliberation, grading, and feedback. This is closed to the public.

The dissertation is assessed comprehensively with a determination of "Approve or Modification Required." Deliberation will be made by the OEC at the end of the oral defense in private. A brief written evaluation report (Rubric for Dissertation, see below) summarizing the OEC's evaluation of the student's performance on the written document, oral presentation, and oral exam will occur at this time. The report will include grading and if necessary, recommendations from the OEC committee on portions of the exam for which "Modification Required" was assigned with a timeline for completion of any modifications. If needed, modification may be suggested for all parts or just for certain parts of the dissertation. The student will then be invited back in to discuss the results. A written copy of the results will be submitted to the Program Director, or designee, and a copy will also be provided to the student.

Finalizing Ph.D. Requirements
Reference the Guidelines and Regulations for Completion of Master's and Ph.D. Degrees for a full list of requirements. In general, students should plan to make any required corrections to the dissertation, submit the dissertation to the library, and complete the Survey of Earned Doctorates.

_____Send SoM Graduate Studies' Oral Exam Certificate Form within 2 days of successfully passing Oral exam **https://www.ohsu.edu/school-of-medicine/graduate-studies/forms-policies-and-resources**)
2. The OEC members complete CPP's Rubric for Dissertation form (in CPP handbook), reviews with student at end of dissertation and then submits to DCT and program coordinator
3. Once revisions are completed on dissertation, _____submits Dissertation Certificate of Approval
This replaces the "signature page" of thesis/dissertation, with which your Oral Exam Committee approves of the final revisions of your dissertation. The approved form is due before the last day of the term of intended graduation.
4. Library Submission for Dissertations/Theses—student submits to library once all revisions are approved
How to submit your dissertation to the Library. Your dissertation must be submitted no later than the last day of the term of intended graduation.

Rubric:
Purpose: The purpose of this rubric is to give CPP students a clear understanding of the criteria that will be used to guide the assessment of the quality of their scholarship and to apply the rubric in

completing the final assessment of their dissertation.

Application: This rubric is intended to be shared with students early in the process. Students can use this rubric as a coherent set of criteria that include descriptions of expected levels of performance for the dissertation and oral exam milestone. It is expected that a dissertation that is approved by the reviewers would be evaluated as being at least in the "good performance" category and at or above a "3" level in all areas.

Instructions for OEC:

- 30-mi fill out the complete form. *Do not leave blanks*.
- Each reviewer should complete a separate rubric with their initial thoughts from their review of the written dissertation document and bring this with them to the defense.
- After the oral defense, the OEC *will deliberate together and make final decisions on each rating and the overall evaluation* based upon the written product, oral presentation and oral defense. One complete form and set of ratings will be agreed upon by the OEC and submitted to the program for competency tracking.
- Using the 5-point scale below, only circle one number for each rubric section to indicate evaluation of the candidate's scholarship. Please rate the student's performance in the domains listed below, considering their developmental level/ year in the program and the amount of time and scope of experiences they have completed thus far in the program.
    - 1 = Inadequate Performance (Consistently below expectations)
    - 2 = Marginal Performance (Meets minimum expectations at times, but not consistently)
    - 3 = Good Performance (Consistently meets minimum expectations for a student of their level)
    - 4 = Very Good Performance (Exceeds expectations at times)
    - 5 = Outstanding Performance (Exceeds expectations consistently
    - NA = Not applicable, no basis for rating

Once complete, the final determinations will be shared verbally with the student to conclude their oral defense. The OEC will return this completed form to the Program Director or designee, who will share it with the student.

ABSTRACT

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
Introduction to the problem or findings not developed in a clear way Findings, methodology, and/or significance not well organized	The abstract has an introduction to the finding Statement of the problem, findings, methodology, and/or significance may need some additional organization	Organized well States the research problem, findings, methodology, and significance well	Clear and concise States the problem, findings, methodology, and significance very well	Clear and concise; smoothly draws the reader in States the problem, findings, methodology, and significance extremely well

RESEARCH QUESTION OR THESIS THEME

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***

Research question is not strongly supported or developed The question needs more development to enhance its originality The case is not well developed that question is significant, interesting or important	Research question is developed, but not as thoroughly The question may be original but could be improved Significance to the field is somewhat supported	Research question is well developed The question is original and innovative Significance is clear, well-situated to advance existing knowledge	Research question very well developed The question is clear, original and innovative Significant in its potential contribution, potential to address critical issues within the field	Research question extremely well developed The question is exceptionally original and innovative Very significant in its potential contribution, calls forth new knowledge, obvious potential to address critical issues within the field

LITERATURE REVIEW

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
Incomplete, omissions or unsubstantiated interpretations, may only provide a list of previous findings without being in dialogue with the literature Little evidence the candidate understands the canonical and current literature within their field, relevance to the research question unclear May not address the gap in the literature	Provides an analysis of previous findings; adequate coverage but limited as to viewpoints presented Reference to and discussion of canonical and current relevant literature but weak connection with their question or thesis May develop some connection but not a strong connection to the gap in the literature their project addresses	A clear review that draws connections and integrates literature well Includes canonical and current relevant literature and uses the literature to discuss scholarly trends and to develop hypotheses Draws a clear relationship to the gap in literature their project will address	An insightful review that draws connections and integrates literature in a new way Includes strong canonical and current relevant literature and uses the literature to discuss scholarly trends and to develop clear hypotheses Draws a very clear relationship to the gap in literature their project will address	Mastery of original and critical engagement with relevant literature in the field Hypotheses derived from both canonical and current literature review with analysis and summary contributing to the body of research in their field Demonstrates the gap in the literature relevant to their study and makes a compelling argument to addressing the gap

FRAMEWORKS AND MODELS

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
Theoretical framework is unclear, or misunderstood Theories not connected to the literature review or research question clearly; little or no discussion of the impact of theory on their research; may reject theory as important or pertinent to their study	Current theories are connected to but provide only a minimal framework for the research The research connects back to theoretical bases in some way; little or no discussion of the impact on existing theories their research implies	Current theories are connected to and provide a clear framework for the research; well-versed in theory Clear connection between theory and research questions, gaps identified in existing theories; discusses the impact on existing theories their research implies	Current theories are connected to and provide a very clear framework for the research; research very well- versed in theory Very clear connection between theory and research questions, gaps identified in existing theories; discusses how project will fit with or impact existing theories	Utilizes multiple demonstrably relevant theories or models; looks at the complementarity and tensions of competing theories Uses theory to generate questions, answers, and considers their implications; addresses how their project will contribute to, support, or change established theory

COMMUNICATION, WRITING AND SCHOLARLY VOICE (CPP SLO Communication and Interpersonal Skills)

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
More development of academic speech and writing skills necessary; Tone is not professional Syntax or vocabulary may not be well developed; writing may be difficult to read or understand; errors of spelling, punctuation or formatting Overreliance on jargon or the candidate may not have a command of the field's lexicon	Writing and speech are somewhat developed and professional Spelling, punctuation, grammar, in general, meet program and institutional standards; formatting is adequate The lexicon of the respective field is understood and largely used properly	The tone of writing and speech is professional; scholarly style Speech and writing are grammatically correct, fluid, and clear; vocabulary and syntax are accurate; formatting is accurate Lexicon of the field is clearly explained and defined	The candidate's written 'voice' is professional and clear. Speech is professional and very strong Speech and writing are fluid, precise, and clear; vocabulary and syntax are mature; scholarly style and format are accurately used Words are well chosen; and express the intended meaning precisely. Presentation is appropriately formal and information is delivered with fluency. Demonstrates a thorough grasp of professional language and concepts.	The candidate's written 'voice' is heard and yields a definitive, clear presence. Speech is professional and commanding Speech and writing are fluid, precise, and clear; vocabulary and syntax are mature; scholarly style and format are accurately used Lexicon of the field is expertly explained and defined Presentation is clear, logical, and organized. Listener can follow line of reasoning. Listeners gain insights.

RESEARCH STRATEGY, METHODS, AND APPROACHES:

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
Uses a methodology and/or population that does not lend itself well to the study of the question Is unaware of, or has not identified, the biases and/or limitations within the study design A clear connection between the methodology and the data analysis either not discussed or not clearly made.	Choice of methodology, approach and study design minimally acceptable; connection discussed but may not be clearly developed. The analysis plan connects back to theory but may not establish a clear connection; aspects of the data are adequately considered but a more thorough analysis should be considered	Shows adequate methodology and study design Study biases and/or limitations within the study are adequately understood and discussed Discussion of connection between methodology and data analysis is adequate. Analysis plan is complete and connects to the research question and theoretical framework	High quality or innovative methodology and study design Study biases and/or limitations within the study are clearly understood and discussed Discussion of connection between methodology and data analysis clear and concise. Analysis plan is thorough, complete and well-connected to the research question and theoretical framework	Very high quality, innovative study design; design of study manifests a deep understanding of the field Broad discussion of the limitations of the methodology, study design, and potential biases inherent in study Clear explanation of methodological choices, and integration of approaches; iteratively explores questions raised by the data or theoretical analysis; discussion of connection between methodology and data analysis clear and concise.

				Analysis plan is rigorous, nuanced, and transparent.

THEORETICAL ANALYSIS, DISCUSSION, and INTERPRETATION

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
The analysis may be incomplete and/or poorly organized and/or implemented The findings may not be supported by the analysis; the discussion of the findings may not be well organized and/or not address all of the findings clearly and/or be missing portions such as a discussion of the strengths and weaknesses of the research Validity of the findings may not be addressed.	The analysis connects back to theory but may not establish a clear connection. Aspects of the data are adequately considered but a more thorough analysis should be considered Validity of the findings are addressed but may lack a thorough approach.	The analysis connects back to theory in a clear connection. The data are adequately considered and validity of the findings are addressed adequately.	Analysis is thorough, complete and well-connected to the research question and theoretical framework Validity of the findings are addressed rigorously.	Analysis is rigorous, nuanced, and transparent; findings are tied to the research question and theoretical foundations. A rigorous discussion of the validity of the findings are engaged in and compared to previous research in the field.

CONCLUSIONS

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***
Summary may not be clear and organized; the connection between the findings and data may not be established in a convincing way little or no interpretation is provided or the interpretation may not fit the findings.	Summarizes the results and provides a general discussion in reference to the literature; the results are situated as to their significance Little or no discussion of the 'gap' in the literature their study addresses.	Summarizes the results and situates findings in reference to the literature and their significance Some discussion of the 'gap' in the literature their study addresses.	Conclusions are well-presented and insightful; they return to the larger context to identify future directions and/or discuss how the field needs to change Accentuates the 'gap' in the literature the study addresses and presents a compelling argument as to how their study fulfills this area.	Provides a focused discussion of conclusions, situating them in the literature to draw connections or point to differences with previous research; advances the field(s) of knowledge and raises questions for the future Makes a compelling and interesting argument as to the importance of their findings and how those findings address the 'gap' in the literature originally identified.

DIVERSITY and APPLICATION

Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
1	***2***	***3***	***4***	***5***

Fails to address questions of diversity where such considerations are clearly relevant to the current research Makes claims that are inappropriately universalizing	Discusses relevant issues of diversity but could provide greater depth or nuance Recognizes the existence of multiple frameworks and epistemologies but	Provides analysis of some of the diversity considerations and debates that are relevant to the topic, methodology, and conclusions Recognizes the existence of multiple	Provides strong analysis of the diversity considerations and debates that are relevant to the topic, methodology, and conclusions Recognizes the existence of multiple	Provides a sophisticated, critical, and nuanced analysis of key considerations and debates where relevant to the topic, methodology, and conclusions
	does not address these sufficiently	frameworks and epistemologies and avoids inappropriately universalizing results	frameworks and epistemologies and avoids inappropriately universalizing results	Recognizes the existence of multiple frameworks and epistemologies and avoids inappropriately universalizing results

APA Domain Specific Knowledge

Research methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

Statistical analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

APA Profession Wide Competency

Element 1: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

Element 2: Conduct research or other scholarly activities.

N/A: Not Applicable	Inadequate Performance	Marginal Performance	Good Performance	Very Good Performance	Outstanding Performance
0	***1***	***2***	***3***	***4***	***5***

<u>DAC comments for student concerning performance:</u>

Written Product:

Oral Presentation:

Defense:

Final Determination of Dissertation Milestone:

☐ **Approve**:

Complete next section
Meets CPP SLO Research standard and APA Profession Wide Competency in Research
MLA of 3's in all ratings of elements and domains have been achieved

☐ **Modification required**:

MLA of 3's not obtained across all domains above
Suggested date for revision to be completed (Optional)

Would the reviewer recommend subsequent submission for publication?

☐ Yes

☐ Yes, with modifications/revisions (detail decision below)

☐ No (detail decision below)

_____ _____

Chair Name Date

_____

Chair Signature

_____ _____

Reviewer Name Date

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Reviewer Signature

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Reviewer Name Date

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Reviewer Name Date

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Reviewer Name Date

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Reviewer Signature

Confidential comments to Program Director:

Oral Examination
Programs may request permission to replace one of the committee members by a recognized scholar who is not a member of Graduate Faculty. Requests to appoint an outside member to the Advisory Committee must be supported by a letter from the Program Director and a copy of the individual's curriculum vitae.

Each member of the committee evaluates the student's examination performance as either satisfactory or unsatisfactory with their signature on the Oral Exam Certification form. The examination is considered to be satisfactory if a majority of the members record votes of satisfactory. This is described in additional detail in the Guidelines for preparation of dissertation and thesis on the SOM website.
Assessment: The written product, oral presentation and oral defense will be evaluated based upon the following themes (see rubric for additional details and scoring):

1. Clear communication in writing and speaking
2. Mastery of a relevant literature including integration and historical context
3. Grasp of research design and analytic strategy
4. Accurate interpretation of results and discussion of finding.
5. Ability to justify choices made, hypothesize about underlying ideas or theory and identify the implications or significance of the research.

Appendix I – Milestone 6: APA/CPA Internship

In line with APA requirements, a full-time doctoral internship at an APA/CPA accredited internship site is required to complete the PhD in clinical psychology. Internship placements are completed through a national match process. The internship consists of a full-time clinical experience, frequently occurring off-site at a university, VA health care system, or other clinical/medical setting where the student has matched in the national internship match process.

Students should request to apply for internship through their annual review (typically in spring/June of the year they intend to apply, for internship the following academic year). Qualified students will be evaluated and granted permission by the Director of Clinical Training to apply for internship as part of the national match process. Transition to the clinical internship is intended to occur during the student's final year of training prior to earning the PhD. As OHSU requires continuous enrollment for all graduate students, a tuition and fees waiver will be provided by the OHSU School of Medicine during the internship year.

Our policy is to maintain regular and clear communication with internship programs that accept program students. The DCT will email each successful match site's internship training director shortly after the APPIC Doctoral Internship match day to introduce the program and provide important contact information for ongoing communication, and confirm receipt. During the internship year, we expect to receive evaluation from the site about students' performance at least two time points – the first should occur midway through the training year and the second upon completion of internship training. If we do not receive this information, we will follow-up with the internship program.

Every autumn early in the fall term, the faculty will devote meeting time to a review of the internship evaluations, including tracking prior years' data, to evaluate student competencies and to note any needed program adjustments. If there are any gaps in our students' training – that is, if an internship were to raise a concern about a student's performance or lack of knowledge in an area – then the faculty would develop a plan to address that weakness/omission for future students.

Application for Degree

The Office of the Registrar requires that the Application for Degree be completed and is required in the Registrar's Office one term prior to completing degree requirements. The online Application for Degree can be found in the Student Information System.

- https://www.ohsu.edu/school-of-medicine/graduate-studies/student-handbook
- Degree Award Dates
- OHSU awards diplomas for the term in which degree requirements are completed. The degree requirements can be fulfilled at any time during the academic year. Ph.D. students must submit an official receipt of a binding certificate from the Library in addition to a completed Certificate of Approval (COA) to be deemed "complete/graduated" with their academic program of study. Degrees will not be awarded until all academic requirements have been met and the student pays all debts. Physical diplomas are awarded and mailed at the end of each academic term.
- *For Ph.D. students who complete their academic degree part-way through a term, they can reach out to the Assistant Dean of Academic Affairs in Graduate Studies to request a "Verification of Completion" letter in order to verify the completion of their degree to move onto post-doctorate positions or other employment opportunities.

- Commencement
- The Hooding and Commencement ceremony is held in early June each year. Graduate students who have applied for degrees may participate in the event. Additional criteria will be sent to individual programs and communicated to students in the spring.