

## **Structure of the University of Oregon Department of Psychology Clinical Program**

### Prologue

The University of Oregon Psychology Department is committed to maintaining a program in clinical psychology based on the clinical scientist model that meets the requirements for accreditation by the American Psychological Association (APA). In accordance with this philosophy, we strive to fully integrate theory, research, and clinical training to develop a deeper understanding of human behavior.

The clinical program is an integral part of the Psychology Department. There is a long history of contributions to training in clinical psychology from many faculty members with tenure track appointments in clinical psychology. There is also a long history of contributions to training in clinical psychology from many faculty members in the Department of Psychology and members of the community who are not tenure-track clinical faculty. Direct involvement in teaching, training and collaboration on facets of the clinical program by other members of the University and surrounding community is encouraged.

However, the demands of training in clinical psychology and APA accreditation place demands on the faculty and students involved in the program that are substantially different than those placed on other members of the Department. Therefore, some of the policies and procedures that govern the clinical program differ from those that apply to other segments of the Department.

### Duties and Responsibilities

The ultimate responsibility for the clinical program rests with the full Department faculty and the Department Head. The primary responsibility for the operation of the clinical program is vested in the Director of Clinical Training (DCT) and the tenure-track clinical faculty.

Status as a member of the clinical faculty will be defined at the time the faculty member is hired. Faculty members may decide to resign from membership in the clinical program and thereby remove themselves from the administrative duties associated with the program and direct identification with the program. The teaching loads and duties of faculty members who resign from the clinical program will be determined by the Department Head.

The DCT will call meetings of the clinical faculty as needed to ensure the smooth operation of the program. All faculty members may participate in these meetings. However, only tenure-track clinical faculty may vote at these meetings. These meetings will be conducted in a democratic fashion following standard procedures.

The DCT is appointed by the Department Head after consultation with the members of the clinical faculty and other faculty members. The Department Head will normally appoint the DCT to serve a 3-year term that coincides with the term of appointment of the Department Head. Although the DCT may be reappointed, the role of DCT is expected to rotate through the members of the clinical faculty on a regular basis.

The DCT coordinates the activities related to the clinical program. The DCT is expected to work in consultation with the other members of the clinical faculty and associated non-clinical faculty, leading primarily by example and force of ideas.

Upon appointment and every year thereafter, the DCT will work with the Department Head to develop two plans: a 3-year plan for the clinical program and a 1-year plan. In the 3-year plan, the medium range goals of the program will be outlined. The projected needs and the resources anticipated and/or requested for the program will be detailed. The 1-year plan will delineate how the available resources will be used to meet the short-range needs of the program.

The plans developed by the DCT and Department should make prudent use of the available resources. Approval of these plans by the Department Head will signify that barring substantial changes in the fiscal resources and staffing capabilities of the Department, the resources specified in the plans will be allocated to the clinical program as indicated for the specified periods.

### Curriculum

The clinical program curriculum is described in the Guide to the Clinical Psychology Program. This includes all policies and procedures related to required courses, practica, research requirements, committee memberships, etc. The clinical faculty may consider changes to these policies and procedures at any time. Meetings at which changes in policies or procedures are discussed and voted upon will have publicly announced agendas.

The policies and procedures of the clinical program must be consistent with Department and University policy and meet the needs of APA accreditation. All policies and procedures must respect diversity in person and thought and obey the tenets of academic freedom.

In light of these, the Psychology Department Graduate Education Committee (GEC) reviews all proposed policies and procedures that affect graduate training in the Psychology Department. Before acting on proposals, the GEC may request clarifications or changes. Prior to reviewing any changes to the curriculum that could require a reallocation of departmental resources, the Chair of the GEC will ask the Department Head to report on the ability of the Department to provide the resources for the proposed changes. When appropriate, the GEC will forward proposals to the Department Head or full Department faculty for further consideration. The DCT or his/her designee will serve on the GEC.

### Graduate Student Admissions

The Psychology Department Graduate Admissions Committee (GAC) has ultimate responsibility for admissions to the clinical program. Recommendations for admission to the clinical program will be decided in accordance with Department policies as with all other admission decisions.

## Teaching Credit & Assignments

The ultimate responsibility for assigning teaching duties rests with the Department Head. As part of a yearly plan, the DCT will propose to the Department Head teaching assignments to cover the requirements of the clinical program and any additional courses.

In general, tenure-track faculty in the clinical program will teach two undergraduate courses and two graduate courses. However, the distribution of undergraduate and graduate courses may be adjusted by the Department Head at his/her discretion to meet the needs of the clinical program and the Department.

The DCT will recommend to the Department Head the appropriate teaching credit to be awarded for teaching instructional practicum courses designed to teach clinical skills (assessment and/or intervention). The teaching credit awarded will be determined by the individual characteristics of the practicum and may be the same or different from that awarded for teaching other graduate courses. This may require a departure from the normal teaching load described above.

## Faculty Hiring

Whenever there is a vacant position in the Department faculty, the Department Head will ask the DCT to report to the faculty on the staffing needs of the clinical program and to make a recommendation if appropriate.

Whenever there is a vacant position in the Department faculty, the full Department faculty will meet to consider if a search to fill this position is desired and if so to determine the specific requirements and preferences for the search. This meeting will occur during the normal 9-month academic year at a time usually reserved for faculty meetings. No a priori expectations will govern these discussions. Although the faculty may consider the areas of expertise of the person vacating the position and Department planning documents, neither of these sources nor any other will limit the discussion.

Once the scope of the search has been specified, the Department Head will consult widely with members of the faculty on the composition of the search committee. When the search is for a new member of the clinical faculty, the Department Head will consult with DCT and others on the composition of the search committee. The search committee should include experts (if possible) in the specific domain in which the search will be conducted and representatives from other segments of the Department.

The search committee will search for and consider only candidate(s) fulfilling the specified search criteria. In conducting its search and evaluating the candidates, the search committee should consult widely with individuals having knowledge in the specified domain.

If the search committee decides that there is an outstanding candidate whose talents lie outside the specific requirements of the search, the committee must request that the requirements be explicitly waived by a vote of the Department faculty before the candidate is asked to interview.

The search committee will report its recommendations to the full Department faculty. As specified in the Department voting policy, no person will be appointed to a tenure-track position on the faculty without at least a  $\frac{3}{4}$  majority vote in favor of the appointment.

For clinical appointments, if 50% or more of the clinical faculty do not support the motion to hire on the basis of clinical training needs, the Department must reconsider the appointment at another faculty meeting. Prior to this meeting, the search committee should discuss the issues with all interested parties and attempt to find a way to resolve the conflict. The clinical faculty would also be encouraged to meet to resolve the conflict.

### Conflict Resolution

We believe in the open discussion of ideas. In all discussions, faculty members should refrain from personal attacks and attempt to act in a civil manner that is befitting a scholar and member of the University community.

Whenever a conflict between faculty members does arise, it should be discussed in an open manner by the individuals who feel aggrieved. Only if these discussions fail to lead to an acceptable resolution should an individual enlist the assistance of others. At this point, the appropriate action is to inform the appropriate administrator of the problem. The administrator should then contact the individuals involved, notify them of the allegations and either offer to mediate the dispute or to arrange for an alternative form of mediation. Except in cases in which there are alleged violations of the laws of the state of Oregon or the rules of the University of Oregon or situations in which the physical or mental health of an individual is at stake, administrators should refuse to listen to complaints unless the parties involved have first attempted to resolve the issue.

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