***Supporting Area Requirement and Forms***

The Supporting Area (SA) requirement is designed to allow students to develop an understanding of material outside their major area of expertise, either to provide breadth to their area of specialization or to push the boundaries of their interests into associated domains that provide a broader perspective on their research questions. Although the topic can be chosen with great latitude, the topic must have an explicit link to empirical or theoretical aspects of psychological research. The SA project is to be proposed by the end of spring term of a student’s second year. The SA project requires taking two graduate courses, and one of these also must be completed by the end of spring term of a student’s second year. The SA project itself must be completed by October 15 of the student’s fourth year.

***Regarding “breadth”:***

The Supporting Area should provide a coherent body of knowledge that would complement and broaden the student’s major area of interest. In completing the SA requirement, students should become knowledgeable in an area that is distinct from their major area, not simply an extension of that area into a closely related field. Supporting areas can include linguistics, biology, statistics, mathematics, or others outside of psychology. Areas within psychology are also acceptable as long as they lie arguably outside the student’s major area of concentration. For example, for clinical students a supporting area might include developing an emphasis in other basic areas of psychology (e.g., developmental, social), one of the other professional specializations within psychology (e.g., School, Counseling), or from an area outside of psychology (sociology, education). An important consideration is that in order to meet the intent of the SA requirement, the content of selected courses must be sufficiently distinct from courses in the student’s main area. For example, a course that provides the same content as one in Clinical Psychology, although offered through another program, would not be meeting the intent of the supporting area requirement. A course on principles and practices of School Psychology would be an appropriate course for a supporting area, whereas a course that provides an overview of psychotherapeutic methods would not.

***Specific requirements:***

In general, the supporting area requirement is satisfied by the successful completion of two courses\* (of at least three credits each, and taken graded, unless a course is offered as P/NP only), plus one of the following additional assignments:

1. Design and execute an empirical project that is overseen by the supporting area committee and prepare a manuscript that describes the completed work.
2. Prepare an NIH or NSF-style research proposal that provides a detailed research plan on a topic that is approved by the supporting area committee. Specific page limits associated with NIH or NSF grants are less important than a rigorous treatment of the relevant theoretical and empirical issues.
3. Write an in-depth review of the literature surrounding the chosen topic, with length and theoretical breadth similar to that which would be required for publication in a typical review-oriented APA journal (e.g., Psychological Bulletin).
4. Prepare a detailed teaching portfolio that includes all the materials needed to teach a class (syllabus and lecture materials such as Powerpoint slides and exams) on a topic directly related to the topic of the supporting area. This portfolio should represent the original work of the student. Lecture material that was not created by the student can be used, but those materials should be explicitly identified to the SA committee, who will judge whether the student’s contribution is substantial enough to fulfill the requirement. The department will try to provide some opportunities for students to potentially teach proposed courses that are both excellent and that fulfill the department’s teaching mission.
5. Present a talk or poster about the SA project at a conference, with the student as presenting author. If the student has submitted their SA project to one or more outside conferences and it was not accepted, but they have reached the end of their third year, they can satisfy the presentation requirement by presenting their project as a poster or talk during the UO Graduate School’s Graduate Student Research Forum in their fourth year. As long as the student has made the poster or written the presentation (and the student’s committee members have seen and signed off on one of these products), the student will not be considered “behind” on requirements if s/he is just waiting for the actual conference (or Grad Forum) to happen. However, the presentation at an actual conference or Grad Forum must be made before the SA requirement will be considered fully complete.

\*Please note: Students should make every effort to submit the Supporting Area proposal *before* undertaking the required courses, so that they may be formally approved. Courses completed before the proposal is submitted will be approved if it is determined that they fulfill the requirements of the Supporting Area project by the GEC chair, but there are no guarantees. Students may not use the required Core Courses to fulfill the Supporting Area requirement. If a student chooses to take more than 3 of the required Core Courses, the additional class can count towards their SA requirements, given that the topic of the class is appropriate for that project.

The Supporting Area Committee is composed of two faculty members who will monitor and advise on completion of the Supporting Area Requirement. One of the two committee members must be a tenure-related current Psychology faculty member. The chair of the SA committee may be from outside Psychology, but if the chair is outside Psychology, the chair must be UO tenure-related in his/her home department AND the other member of the supporting area committee must be tenure-related Psychology faculty. Because the Supporting Area is expected to reflect a field of study substantially different from that of the Major Preliminary Examination, the chair of the Supporting Area Committee must be different from the chair of the Major Preliminary Examination Committee, and the Supporting Area Committee may contain no more than one of the members of the Major Preliminary Examination Committee.

***Deadlines:***

To stay on track to completion of the Supporting Area, students need to complete at least one of the two SA courses and turn in the Supporting Area Proposal form by the end of Spring term of their second year. The deadline for completing the Supporting Area requirement is October 15 of the student’s fourth year.

Students may petition the Graduate Education Committee to allow graduate work completed prior to their admission to the program to satisfy (fully or partially) the SA requirement. Students may also petition to take both courses in their third year if, for example, neither of the courses that best fit their SA were offered in their second year or if other coursework and degree requirements prevented them from taking the first course in their second year. However, students are encouraged to propose (and to begin working on and to complete) their SA project as soon as they have clear ideas about a SA that would be beneficial for them.

For clinical students, the Supporting Area Requirement must be completed before a clinical student applies for internship. Clinical faculty will not recommend a student for internship if this requirement has not been fulfilled. Upon completion, the student must submit a completion form, signed by the committee and the GEC chair, to the graduate secretary.

Supporting Area Proposal

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: |  | Major Area: |  |

Student has met with his/her Supporting Area Committee, and together they propose that the requirement be met the following way (add additional pages if needed):

|  |  |
| --- | --- |
| **1. At least two graded courses (list proposed courses, terms they will be taken, and instructors):** | 1) |
| 2) |
| 3) optional, |
| **1a. Please describe how the courses listed above define your supporting area:** | |
| **2. Assignment (see handbook description for choices):** | |
| **3. Please describe how the above is distinct from your major area of study:** | |

|  |  |
| --- | --- |
| **Supporting Area Committee**  **Print Faculty Names** | **Faculty Signatures** |
| Chair, |  |
|  |  |

**Advising Committee Chair** (Signature required):

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

GEC Approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Certification of Completion of the Supporting Area Requirement**

|  |  |
| --- | --- |
| Name: | Has fulfilled the Supporting Area Requirement with the following courses & assignment. |

|  |  |  |  |
| --- | --- | --- | --- |
| Courses: | Grade | Instructor | Term & Year |
| 1) |  |  |  |
| 2) |  |  |  |
| 3) optional, |  |  |  |

|  |  |
| --- | --- |
| Assignment: | |
| Date the final course or assignment of SA was completed\*: |  |

**Presentation information:** If you took the conference presentation option for your supporting area, please provide a record of the presentation.

Date of presentation:

Conference (name and location):

Format of presentation (poster or talk):

Presentation title:

Authors as listed on presentation:

If part of a symposium, please provide complete information about the symposium session (title of symposium and chair[s]):

**Supporting Area Committee** (Signatures required):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Chair Date\* \_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor’s Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

GEC’s Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

(GEC Chairperson’s Signature)

\*Dates must fall within a term (or terms) in which student is enrolled.

Please email your Supporting Area Project/Paper to the Graduate Secretary at [lolsen@uoregon.edu](mailto:lolsen@uoregon.edu)

**Assessment of Clinical Science Research Objectives – Supporting Area**

Date: \_\_\_\_\_\_\_\_\_ Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Year in doctoral program: \_\_\_

Rater (chair of committee): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate the clinical student’s performance in the research competencies listed below, taking into account her/his developmental level in the program (e.g., 2nd yr, 3rd yr, or pre-internship). If necessary, supplement the ratings with brief comments; particularly for ratings of 1 or 2 on individual items.

1 = Inadequate Performance

2 = Marginal Performance

3 = Good Performance

4 = Very Good Performance

5 = Outstanding Performance

N= No basis for Rating

1. **Ability to formulate a research question and related hypotheses based on research literature** (*e.g., is the research question (a) answerable, (b) relevant to society, and (c) useful to the field and/or society? Reflect a conceptual argument (rather than just an annotated bibliography), and does it suggest a mechanism or process (rather than just a descriptive association)? Does the conceptual argument shape into a hypothesis? Is an operational prediction provided in the methods? Are operational definitions of constructs provided so they can be measured?*)

1 2 3 4 5 N

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Demonstration of familiarity with and the ability to synopsize research literature** (*e.g., is literature reviewed current while also recognizing appropriate history of the idea and what has already been known and done? Are appropriate data bases searched to answer relevant questions?*)

1 2 3 4 5 N

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Ability to apply relevant research design, methodology, and data analytic methods** (*e.g., is measurement reliability and validity adequately reflected, appropriately justified, and alternatives considered? Is best practice in terms of measurement considered and utilized or is argument based on convenience? Are “best practices” of data analysis implemented, missing data appropriately handled and covariates appropriately selected? Are non-independent data appropriately handled? Do analyses reflect the hypotheses and predictions described in the introduction?*)

1 2 3 4 5 N

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Ability to interpret data** (*e.g., Are conclusions reflective of the findings? Do conclusions and discussion adequately consider related findings to which this speaks? Does discussion discuss the results rather than only other topics or studies? Are limitations appropriately considered?*)

1 2 3 4 5 N

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rater’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_