

CPSY Follow Up Meeting Notes & Action Items from Oct. 14, 2022

**Notes are not meant to capture the entirety of the conversation, but instead to track faculty and graduate student suggestions and document the future/proposed action steps for follow-up*

Suggestions/Ideas Generated and Proposed Action Items

Student Attendance at Faculty Meetings

- Written clarification needed about student attendance/participation at faculty meetings
- Written clarification needed about designated rep at meeting; some students expressed desire to keep this so that a student was always designated to attend
- Suggestion that meetings could have minutes so students can review if they are unable to attend
- Faculty meetings could be structured in a way so that students can attend and then faculty can have executive discussion around other items – students expressed still wanting to have a voice on certain topics that might be behind closed doors
- Create a process for students to know what is on closed meeting agenda so they can express interest and/or propose a change to agenda to attend agenda items of particular interest to students

Additional Proposed Action Items

- Confirm in writing for students re: attendance at meetings (when, what parts of meetings)
- Create a process for students to know what is on closed meeting agenda so they can express interest and/or propose a change to agenda to attend agenda items of particular interest to students

Child and Family Clinic

- CFC is striving to set clear expectations before starting program and at onset including hours requirement, what to do when students hit their hours (stop or keep going), training, and general expectations for work – this is an ongoing conversation
- Preparing for clinic could be woven in at the end of spring term (or even before) to give students more preparation
- Learning related to working with children/adolescents could be more integrated into the ongoing training and education process, including micro skills for working with children ahead of time to help with the skills
- Students would appreciate increased opportunities to shadow an older student as a mentor
 - Could tape be available for students to watch?
- More plan needed on summer transition from old to new providers

Additional Proposed Action Items

- Commitment that there is some training required before taking on a client (CFC)
- Solidify action related to suggestions above

Financial

- Discussion about process for GE selections

- Students can ask/request if they have a class that aligns with their research preferences (for GE selection) but the process for assigning is complicated, and preferences can't be guaranteed
- Perhaps there could be more clarity around how GE assignments are made, including some of the objectives for placing students (for example, trying to get 5th year students a needed experience) and also how the survey works
- Fifth year GEs aren't guaranteed funding and students hope for more transparency and clarity around this issue

Additional Proposed Action Items

- Confirm that these items are on the survey, including for first year students
- Share policies for transparency around research funding/grants

Handbook

- Changes have been made over the summer, but there will be a working group and/or students (the users of the handbook) should continue to let department know of needed changes
- Students of all years were encouraged to use/look at the new handbook for questions going forward for clarity around policies and processes

Grievances / Feedback

- Discussion about designing of a system for concerns/complaints in the department
 - Not as ladder-like of an approach, but more of a lattice with multiple entry points to meet best practices and encourage ways to report concerns
- Discussion about students providing feedback to the program (not just about faculty but all aspects of the program) each year
- Students requested exit interviews and/or 360 reviews to provide feedback to faculty
- Students requested additional transparency on how the feedback to them is formulated and given to students for their evaluations
- Students noted that feedback from faculty has felt biased and requested DEI training
 - Additional discussion about how to fit additional DEI training / bias training into priorities
 - Students may not always know of DEI training and efforts by faculty/dept., so sharing examples of DEI trainings that faculty already participate would be useful
- More interaction with HR on best practices (while being mindful that there are differences due to confidentiality – clinical vs professional) perhaps a working group to continue discussions; noted the challenges

Additional Proposed Action Items

- Add a process for students to respond to their evaluations
- Create complaint channel described above
- Put forward items related to grad student exit interviews / 360 processes to the grad school

Communication

- Formalize check-in points throughout the year for ongoing communication

- During orientation discuss culture of communication so students know what's ok & how to build network and/or remind students of where to find this information throughout the year (faculty shared some of this might be done already at orientation and slides available on the blog)
- Links or tabs on blog for externships

Additional Proposed Action Items

- Create language about communication expectation (two business days expected response time for basic inquiries, with the understanding that emergencies sometimes occur and also that some requests take more time to address, in which case, an email of acknowledgement is sufficient with a note about the expected turn-around time)

Wellness

- Proposal from students that wellness should not be a “topic” but instead should be a lens that impacts everything that is viewed going forward
 - How can wellness be centered/brought to the forefront
 - Mindfulness of people's capacity and the challenges of creating working groups / adding to the workload
 - Notes from students that they did not feel “well” and needed more focus on this
 - Notes from students about identity, discrimination, bias, and representation issues and the link to wellness, and the need for conversation and actions around this

Additional Proposed Action Items

- Work at the COE-wide level to add information to the website and/or blog about resources on wellness for employees / GEs (<https://hr.uoregon.edu/wellness-seminar-series-employees>)
- Identify other ways in enhance belonging and diversity awareness in the program, perhaps through workshops or other efforts from external providers