

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Psychology	College/School	College of Liberal Arts
Prepared by	Cathy Morgan	Phone	907-474-7012
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1. COURSE IDENTIFICATION:

Dept	Psy	Course #	652	No. of Credits	1-3
COURSE TITLE		Practicum Placement – Clinical I			

2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
NUMBER	<input type="checkbox"/>	TITLE	<input type="checkbox"/>	DESCRIPTION
PREQUISITES	<input type="checkbox"/>			FREQUENCY OF OFFERING
CREDITS (including credit distribution)	<input type="checkbox"/>			COURSE CLASSIFICATION
CROSS-LISTED	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)
	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	
STACKED (400/600) Include syllabi.	<input type="checkbox"/>			Course #
OTHER (please specify)	Repeat status: maximum number of credits allowed changing from 6 to 9.			

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc) Doctoral level clinical supervision

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core? **YES** ☐ **NO** ☒

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐
Format 6 also submitted ☐

W = Writing Intensive, ☐
Format 7 submitted ☐

Natural Science, ☐
Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit? **YES** ☒ **NO** ☐

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

Already approved as repeatable to allow students access to clinical hours. We want to increase the maximum allowable credits from 6 to 9.

How many times may the course be repeated for credit? ☐ TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

9

CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

PSY F652 Practicum Placement — Clinical I

1-3 Credits Offered Fall

Supervised clinical practicum experience in psychological interviewing, diagnosis and psychotherapy. Applied techniques focusing on delivery of clinical services in traditional or non-traditional clinical settings. Cultural factors are considered in each of these areas. *Prerequisites: PSY F611; PSY F622; PSY F623; PSY F645; admittance to the Psychology Ph.D. program; or permission of instructor.* (1-3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

PSY F652 Practicum Placement — Clinical I

1-3 Credits Offered Fall

Supervised clinical practicum experience in psychological interviewing, diagnosis and psychotherapy. Applied techniques focusing on delivery of clinical services in traditional or non-traditional clinical settings. Cultural factors are considered in each of these areas. *Prerequisites: PSY F611; PSY F622; PSY F623; PSY F645; admittance to the Psychology Ph.D. program; or permission of instructor.* (1-3+0) May be repeated for a maximum of 9 credits.

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO

No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER:

X

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Little impact is expected. The class is currently repeatable, open to students in the Clinical-Community Psychology PhD program only and is taught in the Psychology Department Clinic and off site locations. Changing from 6 to 9 credits will increase the number of hours students may spend in the clinic and the number of hours faculty will be supervising students.

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

X

Yes

Change in credits allowed will not impact library collections

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

If students choose to repeat credit and gain hours in Psychology Department Clinic, the access the Counseling Program in the School of Education has to the clinic could potentially be impacted. DCT, (Dr. Chris Brems) has discussed this with the Director of the Counseling Program (Dr. Allan Morotti) on September 9, 2010.

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive** and **negative** impacts on other courses, programs and departments resulting from the proposed action.

See above. None other expected.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

An increase in maximum credits will allow doctoral students more access to clinical training in order to be more competitive for internship and post-doctoral placements.

APPROVALS:

<i>CoDe Gsda</i>	Date	9/14/10
Signature, Chair, Program/Department of:		

<i>[Signature]</i>	Date	9/29/10
Signature, Chair, College/School Curriculum Council for:		

<i>Ulrich Hartmann</i>	Date	10-05-10
Signature, Dean, College/School of: <i>College of Liberal Arts</i>		

	Date	
Signature of Provost (if applicable)		
Offerings above the level of approved programs must be approved in advance by the Provost.		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;
☐ Expected proficiencies required to undertake the course, if applicable.
☐ Inclusion of catalog description is *strongly* recommended, and
☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and
☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

**Course Content Guide
University of Alaska Fairbanks
College of Liberal Arts**

PSY F652 Practicum Placement — Clinical I

1-3 Credits Offered Fall

Supervised clinical practicum experience in psychological interviewing, diagnosis and psychotherapy. Applied techniques focusing on delivery of clinical services in traditional or non-traditional clinical settings. Cultural factors are considered in each of these areas.

Prerequisites: PSY F611; PSY F622; PSY F623; PSY F645; admittance to the Psychology Ph.D. program; or permission of instructor. (1-3+0)

I. Date of Initiation: August 2010

Date of Original Course Initiation: 1 October 2004

II. Course Information

- A. **College:** College of Arts and Sciences
- B. **Course Subject:** Psychology
- C. **Course Number:** PSY 652
- D. **Number of course credits:** 1-3 variable credit, repeatable up to 9 credits
- E. **Course Title:** Practicum Placement – Clinical I
- F. **Grading Basis:** A-F
- G. **Course Description:** A supervised clinical practicum experience in psychological interviewing, diagnosis, and psychotherapy. Applied techniques focusing on delivery of clinical services in traditional or non-traditional clinical settings. Cultural factors are considered in each of these areas. Special Note: May be repeated for maximum of 9 credits
- H. **Prerequisites:** PSY 611, PSY 623, PSY 622, and PSY 629
- I. **Registration Restrictions:** Admission to the Ph.D. program in Clinical-Community Psychology
- J. **Fees:** Yes - \$15.00
- K. **Location:** Psychology Department Clinic, room 215 Gruening Building
- L. **Time :** TBA
- M. **Instructor & Contact Information (office, office hours, phone & email):**TBA

III. Instructional Goals and Student Outcomes

a. *Instructional Goals*

The instructor will:

- Provide opportunity for students to learn procedural skills relevant to working in a professional counseling/psychotherapy setting, including record keeping, implementation of agency policies and procedures, scheduling, use of equipment, and other routine responsibilities.

- Teach students professional communication skills, including report writing, referrals, intakes, staffing cases, and case presentations.
- Create learning environment in which students can understand the role of culture, gender, age, socioeconomic status, and other client characteristics that may affect the psychotherapy relationship.
- Provide opportunity for students to practice psychotherapy skills under close supervision.
- Provide students with opportunity to demonstrate ethical and professional behavior in a psychotherapy setting.
- Instruct students in methods for maintaining own personal wellbeing through teaching constructive selfcare procedures.

b. Student Outcomes

Students will be able to:

Outcomes	Assessment Methods
Demonstrate awareness and knowledge of psychotherapy techniques and their basic premises	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Evidence increased understanding of therapist and client dynamics	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Demonstrate competency in the following therapy skills: attending, identifying and reflecting feeling and content in communication, effective questioning, concretizing, self-disclosing, confronting, structuring, goal setting, and contracting	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Demonstrate practical and personal experiences in the therapist role	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Provide psychotherapy skills in a manner consistent with ethical guidelines	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Demonstrate sensitivity to cultural issues within the psychotherapy relationship	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision

IV. Course Activities

This course is a practicum course with students providing psychotherapy in an approved setting. Students provide mental health services under the close supervision of a faculty member or other approved supervisor. To provide oversight and monitoring of practicum experiences, students meet with the course instructor on a regular basis.

V. Guidelines for Evaluation

Grades are assigned on a letter (A-F) basis. Grading for practicum is based on performance at the practicum site and in class meetings. Evaluation is conducted by students' supervisors using a standardized evaluation form. Grade is based on the quality of the students' performance, compliance with agency policies and procedures, following of ethical guidelines,

and participation and performance in group supervision. Students document practicum activities and provide summary reports and logs.

VI. Course Level Justification

Course material is relevant to preparing individuals for practice as a psychologist within the scientist-practitioner model of clinical practice. Armed with the skills and knowledge base provided by successful completion of this course and the balance of their required courses, graduates will achieve the following professional activities:

- Competence in ethical guidelines and their applications in professional practice
- Extensive experience with ethical issues within the counseling/therapy relationship
- Application of expert knowledge of ethical guidelines within counseling/therapy practice
- Competence in the analysis and synthesis of ethics scholarship and research
- Self-directed written research projects on ethics within the counseling/therapy field
- Mastery of theoretical knowledge regarding ethics within the counseling/therapy field

VII. Topical Course Outline

Students provide mental health services at their practicum placement under close supervision. Meetings with the course instructor are focused on oversight and monitoring of practicum experiences and includes case presentations and discussions.

VIII. Suggested Text(s)

Brems, C. (1999). *Psychotherapy: Processes and techniques*. Boston: Allyn & Bacon.
American Psychiatric Association. (1995). *Diagnostic and statistical manual of mental disorders, IV-TR*. Washington, DC: Author.

IX. Bibliography

Readings will need to be assigned by the field supervisor as relevant to the practicum experience selected by the students. Thus, no lengthy bibliography can be suggested as it will vary from placement to placement.

The student should however be familiar with the following additional books:

American Psychological Association. (2002). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author. <http://www.apa.org/ethics/>
American Counseling Association. (1995). *Code of ethics and standards of practice*. Washington, DC: Author. http://www.counseling.org/site/PageServer?pagename=resources_ethics
Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Pacific Grove, CA: Brooks/Cole.
Morrison, J. (1995). *The first interview: Revised for the DSM IV*. New York: Guilford.
Ponterotto, J., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.). (2001). *Handbook of multicultural counseling* (2nd ed.). Thousand Oaks, CA: Sage.

Relevant Journals

American Psychologist
Clinical Psychology
Clinical Psychology Review
Professional Psychology: Research and Practice
Psychotherapy

- X. ***Support Services:*** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 474-5314. You are encouraged to use this resource to meet writing expectations. In addition, Student Support Services are available at UAF. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. You may also obtain additional information about support services at: <http://www.uaf.edu/sssp/index.html>
- XI. ***Disability Services:*** The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.