

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	Psych	Course #	653	No. of Credits	1-3
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<b>COURSE TITLE</b>	Practicum Placement – Clinical II
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**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
<b>NUMBER</b>	<input type="checkbox"/>	<b>TITLE</b>	<input type="checkbox"/>	<b>DESCRIPTION</b>
<b>PREQUISITES</b>	<input type="checkbox"/>			<b>FREQUENCY OF OFFERING</b>
<b>CREDITS (including credit distribution)</b>	<input type="checkbox"/>			<b>COURSE CLASSIFICATION</b>
<b>CROSS-LISTED</b>	<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"/>	
<b>STACKED (400/600)</b> Include syllabi.	<input type="checkbox"/>		Course #	<input type="checkbox"/>
<b>OTHER (please specify)</b>	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.

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
<b>OTHER FORMAT (specify all that apply)</b>						
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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted <input type="checkbox"/>	W = Writing Intensive, Format 7 submitted <input type="checkbox"/>	Natural Science, Format 8 submitted <input type="checkbox"/>
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**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.
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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 F653 Practicum Placement — Clinical II  
1-3 Credits Offered Spring  
Advanced clinical practicum experience designed to provide increased depth in applying theory to the practice and improving skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience. *Prerequisites: PSY F652; admittance to 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 F653 Practicum Placement — Clinical II  
1-3 Credits Offered Spring  
Advanced clinical practicum experience designed to provide increased depth in applying theory to the practice and improving skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience. *Prerequisites: PSY F652; admittance to Psychology Ph.D. program; or permission of instructor.*  
(1-3+0) May be repeated for up to 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	<input checked="checked" type="checkbox"/>	Yes	<input type="checkbox"/>
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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. Alan 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>Coile (sdo)</i>	Date	9/14/10
Signature, Chair, Program/Department of:		

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

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

	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 F653 Practicum Placement — Clinical II**

**1-3 Credits** Offered Spring

Advanced clinical practicum experience designed to provide increased depth in applying theory to the practice and improving skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience.

***Prerequisites: PSYF652; admittance to Psychology Ph.D. program; or permission of instructor.***  
(1-3+0)

**I. Date of Initiation: August 2010**

*Date of Original Course Initiation: October 2001*

**II. Course Information**

- A. **College:** College of Arts and Sciences
- B. **Course Subject:** Psychology
- C. **Course Number:** PSY 653
- D. **Number of course credits:** 1-3 variable credit, repeatable for up to 9 credits
- E. **Course Title:** Practicum Placement – Clinical II
- F. **Grading Basis:** A to F
- G. **Course Description:** An advanced clinical practicum experience designed to provide increased depth in applying theory to clinical practice and improving skills as a clinician. Covers application of psychological assessment principles. Impact of cultural factors continues as a major aspect of the practicum experience. Special Note: May be repeated for maximum of 9 credits.
- H. **Prerequisites:** PSY 652
- I. **Registration Restrictions:** Admission to the Ph.D. Program in Clinical-Community Psychology
- J. **Fees:** No
- K. **Location:** Psychology Department Clinic, room 215 Gruening
- 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 build upon clinical skills gained through the first semester of practicum, Practicum Placement – Clinical I
- Teach students how to integrate psychological assessment into the psychotherapy process

- Assist students in refining their professional communication skills, including report writing, referrals, intakes, staffing cases, and case presentations.
- Foster 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 further opportunity for students to practice psychotherapy skills under close supervision.
- Provide students with further opportunity to demonstrate ethical and professional behavior in a psychotherapy setting.
- Instruct students in advanced methods for maintaining own personal wellbeing through teaching constructive selfcare procedures.

*b. Student Outcomes*

Students will be able to:

<b>Outcomes</b>	<b>Assessment Methods</b>
Demonstrate appropriate psychotherapy skills	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Demonstrate sophisticated understanding of therapist and client dynamics	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision
Demonstrate professional and ethical behavior in the clinical role commensurate with level of training and experience	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
Demonstrate ability to integrate psychological assessment into the psychotherapy relationship in an appropriate manner	Practicum performance; supervisor evaluation; demonstration of knowledge in group supervision

#### **IV. Course Activities**

This course is an advanced 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 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
- 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 include case presentations and discussions.

## VIII. Suggested Text(s)

American Psychiatric Association. (1995). *Diagnostic and statistical manual of mental disorders, IV-TR*. Washington, DC: Author.

Brems, C. (1999). *Psychotherapy: Processes and techniques*. Boston: Allyn & Bacon.

Lichtenberger, E. O., Mather, N., Kaufman, N., & Kaufman, A. S. (2004). *Essentials of assessment report writing*. New York: John Wiley.

## 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](http://www.counseling.org/site/PageServer?pagename=resources_ethics)

Brems, C. (2000). *Dealing with challenges in psychotherapy and counseling*. Pacific Grove, CA: Brooks/Cole.

Butcher, J. N. (2004). *A beginner's guide to the MMPI-2* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

Suzuki, L. A., Ponterotto, J., & Meller, P. J. (2000). *Handbook of multicultural assessment: Clinical, psychological, and educational applications* (2<sup>nd</sup> ed.). New York: Jossey-Bass.

Relevant Journals

*American Psychologist*  
*Assessment*  
*Journal of Counseling and Development*  
*Journal of Psychological Assessment*  
*Professional Psychology: Research and Practice*  
*Psychological Assessment*  
*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.