

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	7012
Email Contact	<u>Cathy.Morgan@alaska.edu</u>	Faculty Contact	Dani Sheppard

1. COURSE IDENTIFICATION:

Dept	PSY	Course #	601	No. of Credits	1
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COURSE TITLE Clinical/Community/Cross-Cultural Integration Seminar

2. ACTION DESIRED:

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

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)	<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
OTHER FORMAT (specify all that apply)	Year-long course					
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture/seminar					

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

Already approved as repeatable

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?

CREDITS

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

PSY F601 Clinical/Community/Cross-Cultural Integration Seminar

1 Credits

Introduces current trends in community, clinical and indigenous psychology. Students are encouraged to explore how these three fields complement each other to bring about positive change in community and clinical settings. Special emphasis on ways to conceptualize mental health and community issues in culturally appropriate ways. Course will be video-conferenced between UAA and UAF campuses. The course will make use of Blackboard and E-res to support distance delivery. Graded Pass/Fail. Prerequisites: Graduate standing in Psychology or permission of instructor. (1+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 F601 Clinical/Community/Cross-Cultural Integration Seminar

1 Credits

Offered as Demand Warrants

Introduces current trends in community, clinical and indigenous psychology. Students are encouraged to explore how these three fields complement each other to bring about positive change in community and clinical settings. Special emphasis on ways to conceptualize mental health and community issues in culturally appropriate ways. Course will be video-conferenced between UAA and UAF campuses. The course will make use of Blackboard and E-res to support distance delivery. ~~Graded Pass/Fail.~~ Prerequisites: Graduate standing in Psychology or permission of instructor. (1+0)

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.

No impact on budget. Faculty will need to determine letter grade instead of determining if student passed or failed. DCT will have 1 extra hour per month since not teaching this course on regular basis. Classroom space will be available for one extra hour per month.

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 ☐

No impact on library collections expected. Any materials acquired for this course are still needed to fulfill mission of the program

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)

No additional departments or programs affected

13. **POSITIVE AND NEGATIVE IMPACTS**

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

Grading: Students will have a more clarified evaluation of their performance in this class.

Frequency: Allows students more access to clinical training (per program change proposal September 2010)


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.

Grading: Will provide students with a more clarified evaluation of their performance in this class.

Frequency: Per program change request submitted 9/10, this course is no longer required for degree. Course will likely still be offered periodically.

APPROVALS:

 <i>Cécile Coste</i>	Date	10/7/10
Signature, Chair, Program/Department of:		

	Date	11/2/10
Signature, Chair, College/School Curriculum Council for:		CLA

 <i>Ulricha Haurman</i>	Date	11-5-10
Signature, Dean, College/School of:		CLA

	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."

Clinical/Community/Cross-Cultural Integration Seminar
PSY 601 — 1 credit; 2010/2011

Instructor: Christiane Brems, Ph.D., ABPP
Email: afcb@uaa.alaska.edu
Skype: chris.brems
Voicemail: 907-786-1730
Office Locations: 3401 E. 42nd Street, Suite 200 & 201
Anchorage, AK 99508
SSB 303D, UAA
Office Hours: By appointment
Prerequisites: Graduate standing in psychology or permission of instructor
Class Location: UAF Gruening 209 & UAA SSB 302 by video-conference
Meeting Time: One Tuesday per month, 1:00 pm – 3:00 pm

Required Texts and Supplemental Reading Materials

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Psychological Association. (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Retrieved September 3, 2008 from <http://www.apa.org/practice/multicultural.pdf>

Additional readings may be assigned by instructors or by speakers. These readings will be assigned via Blackboard at least one week prior and made available on E-RES.

Course Description

This course introduces current trends in community, clinical, and cross-cultural psychology. Students are encouraged to explore how these three fields complement each other to bring about positive change in community and clinical settings. Special emphasis is on ways to conceptualize mental health and community issues in culturally appropriate ways.

Course Goals and Student Learning Outcomes

- Provide a forum in which students actively engage in the process of integration of the fields of clinical, community, and cultural psychology, including indigenous perspectives.
- Provide exposure to the work of psychologists who practice within clinical, community, and cross-cultural settings to assist this process of integration.
- Facilitate student capacity to conceptualize clinical and community work in culturally appropriate ways.
- Facilitate each student's personal integration of clinical, community, and cultural psychology concepts.

Instructional Methods

- This course will be delivered in a seminar format.
- Seminars are co-led by the UAF and UAA Directors of Clinical Training (DCTs) and the UAF and UAA Elders in Residence.
- Seminars will include invited faculty and presenters.
- Seminars will be video-conferenced between the UAF and UAA campuses.

Course Schedule

The final course topics and structure will be determined in collaboration with students at the first seminar on September 15. A revised outline will be provided on October 6 based on course discussion during the first class meeting. The concluding hour of each seminar starting October 6 will consist of one hour with the local Elder in residence.

Date of Class Meeting	Topic	Speaker(s)
9-15-2010	<i>(1) Introductions and Welcome Dr. Brems: Moving toward Integration Using Guided Imagery</i>	Bill, Chris, Elders
10-20-2010	<i>Dr. Connor: Group discussion APA Guidelines http://www.apastyle.org/manual/related/guidelines-multicultural-education.pdf</i>	Bill, Chris, Elders
11-17-2010	<i>Dr. Brems: A Personal Philosophy of Integration</i>	Bill, Chris, Elders
12-8-2010	<i>Dr. Connor: Common Factors as a Model for Integration</i>	Bill, Chris, Elders
1-26-2011	<i>Vertical team discussion of Event Participation</i>	Bill, Chris, Elders
2-16-2011	<i>Vertical team discussion of Event Participation</i>	Bill, Chris, Elders
4-20-2011	<i>Academic Year Debriefing</i>	Bill, Chris, Elders

Supplemental Course Activities

Elders in Residence (required)

The Elder-in-Residence program provides students opportunity to understand the vital role of connecting and consulting with Elders in their work with indigenous communities. Elders in residence will participate in class sessions when it is possible for them, and will meet with students for the second hour privately (without the course instructors) to provide opportunity for consultation, guidance, and advice.

DCT Chat Hour (optional)

A schedule for the DCT Chat hour will be provided separately. Students are encouraged to attend the Chat Hour for program updates, and question and answer periods.

Date	DCT Chat Hour Anticipated Topic
September	<i>Clinical-Community Portfolio and Research Portfolio: Helpful Hints and Tips for Preparing and Passing the Portfolios</i>
October	<i>Advancement to Internship: Procedural Details in the Program and as Related to APPIC</i>
November	<i>Clinical Practicum II and Beyond: Why, What, and How (clinical practicum supervisors will be invited as well)</i>
January	<i>Community Practica: Why, What, and How (community practicum supervisors</i>

	will be invited as well)
February	<i>Dissertation: Planning and Implementation</i> (faculty chairing dissertations will be invited as well)
March	<i>Annual Development Review: What and Why</i> and <i>Ph.D. Program Evaluation by Students</i>
April	<i>Open Forum</i>

Evaluation

Assignments

- *Integration Paper*

The primary course assignment is a 10-15 page personal statement on your integration of clinical, community and cross-cultural psychology. During the seminar, instructors and students will provide examples of ways of thinking about integration, and possible approaches to how to present integration in a manuscript. This assignment is to be a formal and final term paper, completed with a due date of no later than April 9, 2010 at noon. Students must prepare this paper using APA style. The assignment page requirement does not count the pages in the paper that contain the paper's title and student's name, the page for the abstract, or the page showing the references cited in the paper. Students are strongly encouraged to work on their integration paper throughout the two semesters, and we encourage students to discuss their ideas and work in the seminar sessions. The paper is graded on a letter grade basis (see detail below).

Although a final term paper for this course, the paper for PSY 601 also represents a draft of the Integration Paper required for the Clinical-Community Portfolio. Thus, for second, third, and fourth year students, the term paper may involve a thorough revision of prior term papers for PSY 601, incorporating the evolution of their thinking over the past years and addressing the comments provided previously by the course instructors.

As an aside, the Integration Paper for the portfolio is defined as follows in the student handbook: "*The student must prepare a 10-15 page paper (minimum) that demonstrates their personal integration of the domains of clinical, community, cross-cultural psychology and rural practice. In this paper students must articulate their understanding of psychopathology/etiology of illness, approaches to assessment, and the course of treatment/healing from the theoretical orientation to which they ascribe. The paper must demonstrate an integration of knowledge and understanding of cross-cultural issues as it pertains to clinical practice.*"

- *Class Participation*

Completion of assigned readings and active participation in all seminar discussions is required for a passing grade each time the student is enrolled in the course.

- *Event Participation*

Over the course of the year, all students will participate in one event related to a culture distinctly different from their own. Examples of such events include, but are not limited to, the Annual Alaska Federation of Natives Convention; First Alaskans Elders and Youth Conference; Festival of Native Arts; events related to Black History Month, Asian-Pacific Heritage Month, or Hispanic Heritage Month; or similar events. Participation may involve work with planning committees, attendance at sessions/workshops or volunteering in some capacity during the event. The purpose of this participation is to help increase student

understanding of cultural contexts in which the study of clinical, community and cross-cultural psychology must be placed.

- *Vertical Team Discussion*

During Spring Semester, two classes will be devoted to discussions of the events in which students participated. Vertical teams composed of more senior and less senior students will discuss each student's participation experience, and what might be drawn from that experience to enhance understanding of the integration of clinical, community and cross-cultural psychology. Vertical teams will then present a summary of discussion points to the class.

Grading Schedule

In this course 300 points are possible; 10% cut-offs are used for the assignment of letter grades. Points are obtained through the completion of three major assignments as outlined here and detailed in the next section of this syllabus:

1. Class participation– up to 50 points
2. Event participation and vertical team discussion (see below) – up to 50 points
3. Integration paper – up to 200 points

Grading of class participation, event participation, and vertical discussion will be based upon equal proportions of the following aspects of student interactions:

- demonstration of knowledge of topic under discussion
- insightful contribution to the discussion
- ability to integrate information from multiple sources of reading and lectures
- demonstration of completion and understanding of assigned readings
- ability to respond to direct inquiries by the instructor about topics of discussion

Grading of the integration paper will be based upon equal proportions of the following aspects of the document and the grade is reduced by 10% for every day or portion of day late:

- understanding of psychopathology/etiology of illness
- understanding and critique of approaches to assessment
- understanding and critique of course of treatment/healing
- formulation of a theoretical orientation
- integration of knowledge and understanding of cross-cultural issues as they pertain to clinical practice
- integration of knowledge and understanding of cross-cultural issues as they pertain to clinical research

Course Policies

Attendance

Attendance is required. Students are excused from class for pre-approved program-related travel (e.g., conference presentation) or a family, medical, or personal emergency (students must inform the instructors immediately if such a situation arises). Students may not miss the seminar without prior permission of the instructors. Missing more than one seminar due to emergency situations may jeopardize course completion. Late assignments are not accepted except in cases of family, medical, or personal emergencies and need to be pre-approved.

Information Technology

Important program and course-related communication occurs primarily through email (and possibly the Blackboard course website). A university-issued username is required for use of email (and

Blackboard). If students do not use their university email address as their primary email address, they must set up an email-forward system from their university account to their primary account. All course emails will be sent to the university email account. Regular (monthly) access of the course Blackboard site may be required for announcements, seminar changes, reading assignments, and other postings.

Incomplete Coursework

An incomplete grade (I) will be assigned only if two conditions are met *and* the student has had a meeting with the two course instructors to discuss the Incomplete option:

- Minimum attendance of 5 seminars.
- Written documentation substantiating that course completion was prevented because of family, medical, or personal emergency.

Failure to attend all required seminar sessions or to complete seminar requirements will result in an “NP” or “F” grade (depending on campus of enrollment) unless an official course withdrawal is completed. If an “I” grade is assigned, completion of all course work within one year is required and is the responsibility of the student. After one year, “I” grades are converted to “NP” or “F” grades (depending on campus of enrollment) if the course requirements have not been met.

Student Code of Conduct

Students must abide by the academic integrity standards as outlined in the UAF and UAA Student Codes of Conduct found in the Student Catalog of each campus (UAF Catalog: Academic and Regulations Chapter; UAA Catalog: Chapter 5). The UAF Code of Conduct is online at http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct.

Students should note that plagiarism in any form is a violation of the UAA and UAF Student Codes of Conduct, as well as the APA Code of Ethics. Details about plagiarism follow on a final page attached to this syllabus and are provided courtesy of Dr. Claudia Lampman in the Department of Psychology at UAA. Students are responsible for being able to define and identify plagiarism and are held accountable for *any* violation. Students are strongly encouraged to review their program handbook for additional details about conduct expected of students in the *Joint Ph.D. Program in Clinical-Community Psychology*. Lack of information about a specific aspect of the student code of conduct or conduct outlined in the program handbook is no excuse in cases of non-compliance.

Support Services

Writing Support

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, 907-786-6918. Use of the UAA Reading/Writing Center requires registration with the English Department (907-786-4355) and a \$12 fee per semester.

Disability Services

The instructors will work with the UAF Office of Disabilities Services (203 Whitaker, 907-474-5655) and the UAA Office of Disability Support Services (105 Business Education Building, 907-786-4530) to provide reasonable accommodation for students with disabilities.