

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Counseling	College/School	School of Education
Prepared by	Jane Monahan	Phone	474-5362
Email Contact	jmonahan@alaska.edu	Faculty Contact	Susan Renes

1. COURSE IDENTIFICATION: As the course now exists.

Dept	COUN	Course #	F686	No. of Credits	3
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COURSE TITLE	Internship II
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2. ACTION DESIRED: ☒ Check the changes to be made to the existing course.

Change Course	☒	If Change, indicate below what is changing.	Drop Course	☐
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NUMBER		TITLE		DESCRIPTION	
PREREQUISITES*		FREQUENCY OF OFFERING			

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)		COURSE CLASSIFICATION	
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ADD A STACKED LEVEL (400/600) Include syllabi.		Dept.		Course #	
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	Change grade mode to pass/fail			

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 and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check <u>all</u> 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.)												

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities		S = Social Sciences	
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	☒
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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		X = Baccalaureate Core	
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4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YE S		NO	X
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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).

How many times may the course be repeated for credit?

1 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?

6 CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aboriginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

COUN F686 Internship II

3 Credits

Offered Fall; Spring; Summer As Demand Warrants

Opportunity to perform all the activities that a regularly employed counselor would be expected to perform in a school or community setting. At the completion of the internship the student will be able to demonstrate knowledge and skills needed to administer school and/or community counseling services.

Prerequisites: [COUN F634](#); [COUN F636](#); admittance to Counseling program or School Counseling Certification program; permission of the instructor.

Lecture + Lab + Other: 3 + 0 + 20

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

COUN F686 Internship II

3 Credits

Offered Fall; Spring; Summer As Demand Warrants

Opportunity to perform all the activities that a regularly employed counselor would be expected to perform in a school or community setting. At the completion of the internship the student will be able to demonstrate knowledge and skills needed to administer school and/or community counseling services.

Prerequisites: [COUN F634](#); [COUN F636](#); admittance to Counseling program or School Counseling Certification program; permission of the instructor.

Lecture + Lab + Other: 3 + 0 + 20

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

LETTER: ☐ PASS/FAIL: ☒

9. **ESTIMATED IMPACT**

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

No impact – changing grade mode only.

10. 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

☒

Yes

☐

Not necessary

11. 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)

Counseling program only. No impact – changing grade mode only.

12. POSITIVE AND NEGATIVE IMPACTS

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

Positive impact: COUN 686 Internship II is a skills based class. Students are evaluated on their counseling practice. Pass/fail grading matches the evaluation method.

Negative impact: none

13. 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.

Internships are skills based courses requiring student to apply their knowledge of the academic material to their practice as a counselor-in-training. Their skills and professional identities as emerging counselor follows an individualized and developmental trajectory for each of the students as they move through multiple semesters of practicum and internship training. Therefore, students are assessed on their personal and professional growth in terms of applying their knowledge, skills, and abilities in the context of a helping relationship with a client or student. As a result, grading for internship courses is subjective and based on a student's unique developmental trajectory causing letter grades to be an inappropriate assessment for this type of skills based class. The following criteria will be used to evaluate student performance:

This course is graded in a Pass/Fail format. Satisfactory completion of the course is determined by:

- Having demonstrated and met the course objectives/requirements as outlined throughout this syllabus.
- Internship on-site and university supervisors' evaluation of your understanding, integration, and application of course materials, assignments, and learning opportunities. Your strengths and growing edges will be assessed through observation, and clinical supervision and through forms of assessment located in your Practicum/Internship Manual.
- Developing self-awareness in your work through journal writing and course assignments that inform client care and supervision.
- Professionalism including on-time arrival to counseling session with clients, practicum seminar, and individual supervision sessions. Counselors-in-training are expected to be punctual, reliable and professional in order to pass this course.
- On-time, thoughtful, and thorough completion of all client paperwork and course assignments.
- Active participation in Internship class, group supervision, and individual supervision

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

DocuSigned by: 		Date	September 30, 2016
Signature, Chair, School of Education Graduate Program:		Cindy Fabbri	
DocuSigned by: 		Date	September 30, 2016
Signature, Chair, School of Education Curriculum Council:		Gary Jacobsen	
DocuSigned by: 		Date	September 30, 2016
Signature, Dean, School of Education		Stephen Atwater	

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

		Date	
Signature of Provost (if applicable)			

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

		Date	
Signature, Chair			
Faculty Senate Review Committee: ___ Curriculum Review ___ GAAC			
___ Core Review ___ SADAC			

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate 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 (or changes to it) may 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.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

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

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

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



Course Syllabus Semester Year
Internship II
COUN F686
TBD 4:10-7:10 PM – TBD

Instructor:
E-mail address:
Telephone:
Office:
Office hours:
Audio Call-In:
Video:

Course Description: The purpose of the field placement is to give the counselor-in-training experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. Internship II is designed to give the counselor-in-training a limited experience in a specialized area of counseling, which is supervised by both a designated on-site supervisor and the individual's UAF faculty supervisor. The internship is designed to provide the counselor-in-training with not only the counseling experience, but also with greater experience in all aspects of professional functioning.

Prerequisites: Internship I (COUN 636)

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
2. Theories and models of counseling (*f.5.a*)
3. Evidence-based counseling strategies and techniques for prevention and intervention (*f.5.j*)
4. Identification of evidence-based counseling practices (*f.8.b*)
5. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (*SC.3.c*)
6. Interventions to promote academic development (*SC.3.d*)
7. Use of developmentally appropriate career counseling interventions and assessments (*SC.3.e*)
8. Techniques of personal/social counseling in school settings (*SC.3.f*)

9. Strategies to facilitate school and postsecondary transitions (SC.3.g)
10. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (SC.3.h)
11. Approaches to increase promotion and graduation rates (SC.3.i)
12. Interventions to promote college and career readiness (SC.3.j)
13. Strategies to promote equity in student achievement and college access (SC.3.k)
14. Techniques to foster collaboration and teamwork within schools (SC.3.l)
15. Strategies for implementing and coordinating peer intervention programs (SC.3.m)
16. Use of accountability data to inform decision making (SC.3.n)
17. Use of data to advocate for programs and students (SC.3.o)
18. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CHMC.3.a)
19. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CHMC.3.b)
20. Strategies for interfacing with the legal system regarding court-referred clients (CHMC.3.c)
21. Strategies for interfacing with integrated behavioral health care professionals (CHMC.3.d)
22. Strategies to advocate for persons with mental health issues (CHMC.3.e)

Required Texts:

- Wedding, D., & Corsini, R. J. (2014). *Case studies in psychotherapy* (7th ed.). Belmont, CA: Brooks/Cole. ISBN10:1-285-17523-9
- University of Alaska Fairbanks Graduate Program in Counseling. (2016). *Internship manual for master's degree in counseling* (Rev. ed.). Fairbanks, AK: Author.
(Will be provided to the student by the first day of class session)

Required Readings:

- Abbate-Daga, G., Quaranta, M., Marzola, E., Cazzaniga, G., Amianto, F., & Fassino, S. (2013). Effectiveness of parent counselling in eating disorders. *British Journal Of Guidance & Counselling*, 41(4), 375-394. doi:10.1080/03069885.2012.729025
- Banks, T. (2011). Helping students manage emotions: REBT as a mental health educational curriculum. *Educational Psychology In Practice*, 27(4), 383-394. doi:10.1080/02667363.2011.624303
- Edwards, W., & Milton, M. (2014). Retirement therapy? Older people's experiences of existential therapy relating to their transition to retirement. *Counselling Psychology Review*, 29(2), 43-53.
- Pfefferle, J., & Mansager, E. (2014). Applying the classical Adlerian family diagnostic process. *Journal Of Individual Psychology*, 70(4), 332-378.
- Sheely, A. I., & Bratton, S. C. (2010). A strengths-based parenting intervention with low-income African American families. *Professional School Counseling*, 13(3), 175-183.

Recommended Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Henderson, D.A. & Thompson, C.L. (2011). *Counseling children* (9th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning. ISBN: 9781285464541

Lukas, S. (2012). *Where to start and what to ask: An assessment handbook* (Enhanced Edition with Audio CD). New York, NY: W.W. Norton & Company. ISBN: 978-0393707847

Recommended Web Sites:

Alaska Department of Health and Social Services; Office of Children's Services: Report Child Abuse in Alaska Training:
<http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/welcome.aspx>

American Counseling Association (ACA) Code of Ethics: <http://www.counseling.org/knowledge-center/ethics>

American School Counselor Association (ASCA) Ethical Standards for School Counselors: <http://www.schoolcounselor.org/school-counselors-members/legal-ethical#.U36Au8duRTE>

National Association for Addiction Professionals (NAADAC):
<http://www.naadac.org/education/webinars>

National Institute of Mental Health: <http://www.nimh.nih.gov/index.shtml>

Instructional Methods/Delivery Format:

Student membership consists of both local and audio/video participants. Blackboard will be utilized to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. Half the class time will be spent in discussion of the course readings and how they apply to the internship placement settings/populations – this is sometimes led by the instructor and sometimes by the students. The other half of the class consists of discussion and feedback regarding internship site activities.

Video Conferencing: It is highly recommended all distance-based students utilize video conferencing. Video conferencing has a system called Pexip that is a very easy video option. There is no set-up time and nothing to download, so any student can connect to class in this format any time you cannot be there in person. Students log in to the website on their browser and get connected to class. If you get dropped from class for any reason, you can easily get back on the browser and re-login (no need to call videoconferencing as was the past practice). When you are ready to join the conference (our class session), go to: <https://vcs-web.h323.alaska.edu/webapp>

The conference ID is:

The pin is:

If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call **450-8390**, outside Fairbanks call **1-800-910-9601** or email video@alaska.edu.

Course Requirements:

1. Graduate seminars require a high level of personal involvement, accountability, and integrity (See Course Policies). Thus, regular attendance, preparation, and participation in class discussions is expected as part of your professional development.
2. Students are expected to come to class fully prepared to participate in class discussions by having completed the required readings or activities before coming to class.
3. Students are expected to adhere to both the American Counseling Association and the American School Counselor Association codes of ethical behavior and standards of practice, as well as the Alaska School Counselor Association School Counselor Performance Standards.
4. Students are expected to keep any personal information or views shared in class confidential; communicate in a timely manner any questions, concerns, conflicts, or needs to the appropriate supervisory personnel; and demonstrate teamwork, mutual respect, leadership, and an openness to professional feedback.
5. Students are expected to complete all written course assignments and presentations on time; likewise, all evaluation materials are to be completed and turned in to the course instructor on the final class session.

Course Assignments:

All assignments need to be turned in via the Assignments link on blackboard.

Students are required to:

1. By the first day of Internship II commencing students must complete and turn in the following paperwork: (a) UAF Internship Agreement Form; (b) UAF Counseling Program Informed Consent Document; (c) Supervisor Information Sheet; and (d) Proof of Liability Insurance – this is a requirement for community students
2. Complete a semester long internship that is 300 hours in length. Internship II requires a minimum of 220 direct contact hours and may include up to 80 indirect hours. Students must remain active in their Internship placements for the entire semester regardless of whether or not they complete their hours prior to that time frame. A commitment has been made to your agency or school, as well as to the clients and/or students, and the other employees. You must honor that commitment for the entire semester.
3. Complete and turn in a weekly log of their on-site activities, along with case notes for all on-going individual and group counseling sessions (see Internship Manual for examples). These logs are meant to keep your instructor informed regarding your activities, but also to assist you in evaluating your internship experience to further your professional development. The logs serve their purpose best if they are completed in a timely fashion – if logs are not turned in for a week, it is assumed the student did not complete internship hours and therefore they will not be counted towards the final log of hours.
4. Coordinate three (3) site visits with the on-site supervisor(s) and UAF supervisor(s) per semester (see Internship Manual for specific requirements, timelines, and forms). The mid-term visit should also encompass an observation of the intern taking the lead with students/clients in an activity appropriate to their placement (i.e., elementary interns facilitating a classroom guidance lesson; community interns facilitating an individual or

group counseling session). Scheduling site visits is the student's responsibility; failure to schedule visits in a timely manner will result in the student not passing the course.

5. Write a reaction to a "think about it" question posted weekly to blackboard. Reflections on will be due no later than **two days prior to class session**. The assigned posts will need to be at least two-three paragraphs in length and posted on blackboard. Critical reflection and thought on material and in class discussions is required. Each person is required to respond to one other posts with a thoughtful critical thinking response of at least one paragraph, prior to class session (see rubric below).

Acceptable Discussion Board Responses	Inappropriate Discussion Board Responses
Are made in time for others to read and respond	May not be made in time for others to read and respond
Deliver information that is full of thought, insight, and analysis	Are rudimentary and superficial; there is little evidence of insight or analysis
Make connections to previous or current content or to real-life situations	Contribute few ideas, connections, or applications
Contain rich and fully developed ideas, connections, or applications	May be off topic

6. Lead class discussion at least once per semester based on the assigned readings. The presentation should not mirror what is read in the text, but rather should take the content further to enhance the learning of all. Keep the discussion interesting, practical and relevant.
7. Complete a theorist integration paper. Students are to select the work of one theorist and write a paper that integrates a discussion of his or her theoretical orientation and assessment of self in relationship to the theoretical orientation they see themselves using in their intended area (i.e., elementary, secondary, community). The paper will document experiences, growth, and professional development during the internship, but is also to focus on a future orientation whereby the counselor discusses not only where they see themselves now, but also where they see themselves going as a professional counselor.
8. Complete at least one intensive week at their internship site placement (30-40 hour work week). This week needs to be approved by your site and university supervisor.
9. Complete an in-depth case study regarding a client/student at the student's internship site. Students should use the appropriate case conceptualization format in the Internship Manual. The case conceptualization is due mid-semester. Students then need to implement their intervention/treatment plan with their student/client and write an evaluation paper regarding the effectiveness of the interventions, alterations that were made, and a rationale for any changes. The evaluation paper is due at the end of the semester. Students will present their case study and evaluation to the class for discussion purposes.
10. Keep track of internship hours (both direct and indirect). Logs of hours will be collected prior to the last class session. The final log should have the cumulative grand total hours for the semester. Please refer to the log of hours sheet and example in the Internship Manual.
11. Ensure supervisors complete and discuss the final internship paperwork including the Internship Checklist, Professional Characteristics Feedback Form (PCFF), and Site Supervisor Evaluation Form. These forms should be completed and discussed with your

supervisor by the final internship site visit – then turned in with the final log prior to the last class session.

Grading Policy:

This course is graded in a Pass/Fail format. Satisfactory completion of the course is determined by:

- Having demonstrated and met the course objectives/requirements as outlined throughout this syllabus.
- Internship on-site and university supervisors' evaluation of your understanding, integration, and application of course materials, assignments, and learning opportunities. Your strengths and growing edges will be assessed through observation, and clinical supervision and through forms of assessment located in your Practicum/Internship Manual.
- Developing self-awareness in your work through journal writing and course assignments that inform client care and supervision.
- Professionalism including on-time arrival to counseling session with clients, practicum seminar, and individual supervision sessions. Counselors-in-training are expected to be punctual, reliable and professional in order to pass this course.
- On-time, thoughtful, and thorough completion of all client paperwork and course assignments.
- Active participation in Internship class, group supervision, and individual supervision

Note: In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student's professional characteristics in relation to their ability to become a viable member of the counseling community. Students will meet with the faculty following each evaluation and the results of the evaluation will be discussed. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

Course Policies

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Incomplete Grades: An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is

the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions; Psychoanalysis	Syllabus & Internship Manual; Wedding Chapter 1	Blackboard Post – Introduction of Site Placement; Initial Paperwork (Internship Agreement, Informed Consent; Supervisor Information)	<i>f.1.k, f.5.a, f.5.j, f.8.b.</i>
2	Adlerian Psychotherapy	Wedding Chapter 2; Pfefferle (2013)	Blackboard Post; Weekly Log	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
3	Client-Centered Therapy	Wedding Chapter 3	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
4	Rational-Emotive Behavior Therapy	Wedding Chapter 4; Banks (2011)	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b, SC.3.f</i>
5	Behavior Therapy	Wedding Chapter 5	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
6	Cognitive Therapy	Wedding Chapter 6	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
7	Existential Psychotherapy	Wedding Chapter 7; Edwards (2014)	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b, CHMC.3.b</i>
8	Gestalt Therapy	Wedding Chapter 8	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
9	Interpersonal Psychotherapy	Wedding Chapter 9	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
10	Family Therapy	Wedding Chapter 10; Abbate-Daga (2013)	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b, CHMC.3.b</i>
11	Contemplative Psychotherapies	Wedding Chapter 11	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>

12	Positive Psychotherapy	Wedding Chapter 12; Sheely (2010)	Blackboard Post; Weekly Log; Facilitation	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
13	Integrative Psychotherapies	Wedding Chapter 13	Blackboard Post; Weekly Log; Case Presentations	<i>f.1.k, f.5.a, f.5.j, f.8.b</i>
14	Multicultural Psychotherapy	Wedding Chapter 14;	Blackboard Post; Weekly Log; Case Presentations	<i>f.1.k, f.5.a, f.5.j, f.8.b SC.3.h, CHMC.3.a, CHMC.3.b,</i>
15	Final Class Discussion		Weekly Log; Case Presentations; Final Paperwork (Supervisor Evaluation; PCFF; Final Log of Hours)	<i>f.1.k, f.8.b, SC.3.h, CHMC.3.a, CHMC.3.b</i>

Evaluation Component	CACREP 2016 Standard Assessed
Class Discussions/Blackboard Posts	<i>f.5.a, f.5.j, f.8.b, SC.3.f, CHMC.3.b</i>
Weekly Logs/Case Notes	<i>f.1.k, f.5.j</i>
Class Facilitation	<i>SC.3.c</i>
Theorist Integration Paper	<i>f.1.k</i>
Case Conceptualization	<i>f.8.b, SC.3.d, SC.3.e, SC.3.f, SC.3.g, SC.3.h, SC.3.i, SC.3.j, SC.3.n, SC.3.m, CMHC 3.a, CHMC 3.b,</i>
Site Visits & Observation	<i>f.5.j, f.1.k, SC.3.c, CHMC.3.b</i>
Case Conceptualization Interventions Evaluation	<i>f.8.b, SC.3.d, SC.3.e, SC.3.f, SC.3.g, SC.3.h, SC.3.i, SC.3.j, SC.3.n, SC.3.m, CMHC 3.a, CHMC 3.b</i>
Final Paperwork (Supervisor Evaluation; PCFF; Site Checklist; Final Hours Log)	<i>SC.3.c, SC.3.d, SC.3.e, SC.3.f, SC.3.g, SC.3.h, SC.3.i, SC.3.j, SC.3.k, SC.3.l, SC.3.m, SC.3.n, SC.3.o, 3E, CMHC 3.a, CHMC 3.b, CMHC 3.c, CHMC 3.d, CMHC 3.e</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
COUNSELING SESSIONS	Misses one or more counseling sessions and/or does not come prepared to sessions with previous paperwork/prep completed (e.g. Inventory required not completed)	Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.	Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.	Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.

Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentation

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
COLLABORATION	Collaboration is not evident between partners, with little to no cohesion and preparedness.	Collaboration is less than adequate between partners, with little cohesion and preparedness.	Collaboration is adequate between partners, with cohesion and preparedness.	Collaboration is exceptional between partners, with advanced cohesion and preparedness.