SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Counseling</th>
<th>College/School</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Valerie Gifford</td>
<td>Phone</td>
<td>474-7631</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:vmgifford@alaska.edu">vmgifford@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Valerie Gifford</td>
</tr>
</tbody>
</table>

1. ACTION DESIRED

(CHECK ONE):

- Trial Course
- New Course

X New Course

2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>COUN</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>COUN</td>
<td>F635</td>
<td>3</td>
</tr>
</tbody>
</table>

Justify upper/lower division status & number of credits:

Graduate level content, readings, assignments, training.

5. PROPOSED COURSE TITLE:

Field Practicum

4. To be CROSS LISTED?

YES/NO

If yes, Dept: 

Course # 

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?*

YES/NO

If yes, Dept: 

Course # 

How will the two course levels differ from each other? How will each be taught at the appropriate level:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. 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.

6. FREQUENCY OF OFFERING:

Fall, Spring, As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING

Fall 2017

8. 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.

<table>
<thead>
<tr>
<th>COURSE FORMAT:</th>
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<tr>
<td>(check all that apply)</td>
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<tr>
<td>1</td>
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</table>

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

<table>
<thead>
<tr>
<th>3 LECTURE hours/week</th>
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</thead>
<tbody>
<tr>
<td>LAB hours / week</td>
</tr>
<tr>
<td>5 PRACTICUM hours / week</td>
</tr>
</tbody>
</table>

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uaagov/faculty-senate/curriculum/course-degree-procedures/-/guidelines-for-computing-](http://www.uaf.edu/uaagov/faculty-senate/curriculum/course-degree-procedures/-/guidelines-for-computing-) for more information on number of credits.

OTHER HOURS (specify type)
### 10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

**Example of a complete description:**

**FISH F487 W, O** Fisheries Management  
3 Credits Offered Spring  
Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. **Prerequisites:** COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. *(3+0)*

**COUN F635 Field Practicum**  
3 Credits Offered Fall, Spring, As Demand Warrants  
Field practicum serves as the first external training placement in the Counseling Program’s practicum and internship training series. This placement offers the counselor-in-training introductory exposure, experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. **Prerequisites:** COUN F634; admittance to Counseling program or School Counseling Certification program; or permission of instructor. **Lecture + Lab + Other:** 2 + 0 + 5

### 11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
</table>

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**  
**YES**  
**NO**  
**X**

If YES, check which core requirements it could be used to fulfill:  
O = Oral Intensive, **Format 6**  
W = Writing Intensive, **Format 7**  
X = Baccalaureate Core

### 11.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.  
**YES**  
**NO**  
**X**

### 12. COURSE REPEATABILITY:  
Is this course repeatable for credit?  
**YES**  
**NO**  
**X**

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?  
TIMES

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

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

### 13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

<table>
<thead>
<tr>
<th>LETTER</th>
<th>PASS/FAIL</th>
<th>X</th>
</tr>
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</table>

**RESTRICTIONS ON ENROLLMENT (if any)**

### 14. PREREQUISITES

- Admission to the Master of Education in Counseling or School Counseling Certification program.  
- **COUN F634 Practicum in Individual Counseling**  
**Note:** A minor course change is being submitted to change the name of **COUN F634** to "Practicum"  
These will be *required* before the student is allowed to enroll in the course.
15. SPECIAL RESTRICTIONS, CONDITIONS

Instructor approval

16. PROPOSED COURSE FEES

$75.00

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

YES

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

NO

If yes, give semester, year, course #, etc.: [Blank]

18. ESTIMATED IMPACT

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

COUN F635 will become a required course in the Master of Education in Counseling. It will need to be offered at least once each year. The course will go on an existing faculty member’s workload or be taught by an adjunct instructor.

The course will be taught as a combined face to face and video class. It will require a video conference capable room.

Students will be placed in an outside practicum setting. This requires that the instructor or a practicum coordinator arrange the placement and provide supervision for the student in the placement.

As a required class, it should fill each time it is offered.

19. 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

20. 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)

The impact of adding COUN F635 is to the counseling program only – securing an instructor, placing and supervising students in practicum settings, course preparation, and student data collection.

21. POSITIVE AND NEGATIVE IMPACTS

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

Positive Impacts:

Adding COUN F635, Field Practicum brings the counseling program in compliance with the requirements for the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation.

The field practicum provides students an introduction to their eventual internship placement in a school or community setting.

Students have one more semester of practical training, which will enhance their experience in the field and provide additional experience opportunities. This placement offers the counselor-in-training introductory exposure, experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors in an incremental approach moving into Internship I.

Negative Impacts:

This class takes the place of a previous elective course for students.
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. Use as much space as needed to fully justify the proposed course.

The UAF Counseling program has applied for accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP requires a practicum to be completed in a school or community setting prior to the start of the formal internship.

Field Practicum allows students one more semester at the field site that they will be at for internship. The goal of this course is to allow students more time to adjust to the setting and take an incremental approach to working with clients and working on counseling skills. In Field Practicum, students will start with a smaller number of clients and spend time understanding the site they will be at for their internship. Once they have completed field practicum, the site and student will be familiarized with each other, leading to a more active caseload in their first semester of internship. The field practicum 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. Upon successful completion of Field Practicum, the counselor-in-training will advance to Internship I at the training site.

APPROVALS: Add additional signature lines as needed.

| Signature, Chair, School of Education Graduate Program: Cindy Fabbri |
| Date September 29, 2016 |

| Signature, Chair, School of Education Curriculum Council: Gary Jacobsen |
| Date September 29, 2016 |

| Signature, Dean, School of Education: Stephen Atwater |
| Date September 29, 2016 |

Offerings above the level of approved programs must be approved in advance by the Provost.

Signature of Provost (if above level of approved programs)

Date

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

| Signature, Chair Faculty Senate Review Committee: Curriculum Review GAAC |
| Date |

| Core Review SADAC |
| Date |
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.

Note: Optional Title IX syllabus statement may be used. See http://uaf.edu/oeeo/aa-eo/
Course Syllabus Semester Year
Field Practicum
COUN F635
TBD 4:10-7:10 PM – TBD

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

Catalog Description: Field practicum serves as the first external training placement in the Counseling Program’s practicum and internship training series. This placement offers the counselor-in-training introductory exposure, experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors.

Course Description: Practicum completion is a two-part process that includes COUN F634 Practicum and COUN F635 Field Practicum, which must be taken over the span of two semesters. Field practicum serves as the first external training placement in the Counseling Program’s practicum and internship training series. This placement offers the counselor-in-training introductory exposure, experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. Field Practicum provides the counselor-in-training with a full semester to acclimate to the training site and begin establishing relationships with supervisors as well as other professionals working at the training site. The counselor-in-training will provide counseling services to a small number of assigned clients or students (at least two individuals), depending on the training site. During field practicum, a minimum of 20 direct contact hours and 30 indirect hours must be completed over the span of a 15-week semester. In addition to these hours, an on-site one-week intensive of 30 additional training hours must be completed, for a minimum total hour requirement of 80 hours. The counselor-in-training is supervised by both a designated on-site supervisor and the individual’s UAF faculty supervisor. The field practicum 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. Upon successful completion of Field Practicum, the counselor-in-training will advance to Internship I at the training site.
**Direct hours** are defined as: Face-to-face time with clients (individual, family, & group) in: counseling, psychoeducation, testing, case management, consultation, or other direct services to clients.

**Indirect hours** are defined as: Counseling-related tasks, research on client issues, documentation, tape review, shadowing of other providers or professionals working with clients or students, supervision (individual & group), and other agency duties.

**Prerequisites:** Practicum (COUN 634); admittance to the Counseling program or School Counseling Certification program; or permission of instructor

**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. Self-care strategies appropriate to the counselor role (f.1.l)
2. Evidence-based counseling strategies and techniques for prevention and intervention (f.5.j)
3. Strategies for personal and professional self-evaluation and implications for practice (f.1.k)
4. The role of the counseling supervision in the profession (f.1.m)
5. Multicultural counseling competencies (f.2.c)
6. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (f.3.g)
7. Theories and models of counseling (f.5.a)
8. A systems approach to conceptualizing clients (f.5.b)
9. Development of measurable outcomes for clients (f.5.i)
10. Essential interviewing, counseling, and case conceptualization skills (f.5.g)
11. Suicide prevention models and strategies (f.5.l)
12. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (f.5.m)
13. Processes for aiding students in developing a personal model of counseling (f.5.n)
14. Methods of effectively preparing for and conducting initial assessment meetings (f.7.b)
15. Procedures for identifying trauma and abuse and for reporting abuse (f.7.d)
16. Identification of evidence-based counseling practices (f.8.b)
17. Development of school counseling program mission statement and object (SC.3.a)
18. Design and evaluation of school counseling programs (SC.3.b)
19. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (SC.3.c)
20. Interventions to promote academic development (SC.3.d)
21. Use of developmentally appropriate career counseling interventions and assessments (SC.3.e)
22. Techniques of personal/social counseling in school settings (SC.3.f)
23. Strategies to facilitate school and postsecondary transitions (SC.3.g)
24. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (SC.3.h)
25. Approaches to increase promotion and graduation rates (SC.3.i)
26. Interventions to promote college and career readiness (SC.3.f)
27. Strategies to promote equity in student achievement and college access (SC.3.k)
28. Techniques to foster collaboration and teamwork within schools (SC.3.l)
29. Strategies for implementing and coordinating peer intervention programs (SC.3.m)
30. Use of accountability data to inform decision making (SC.3.n)
31. Use of data to advocate for programs and students (SC.3.o)
32. Community resources and referral sources (SC.2.k)
33. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (SC.2.e)
34. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC.1.c)
35. Record keeping, third part reimbursement, and other practice and management issues in clinical mental health counseling (CMHC.2.m)
36. Impact of crisis and trauma on individuals with mental health diagnoses (CMHC.2.f)
37. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CHMC.3.a)
38. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CHMC.3.b)
39. Strategies for interfacing with the legal system regarding court-referred clients (CMHC.3.c)
40. Strategies for interfacing with integrated behavioral health care professionals (CHMC.3.d)
41. Strategies for advocating for persons with mental health issues (CMHC.3.e)

**Required Texts:**
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:**
American Psychological Association [APA], Presidential Task Force on Evidence-Based Practice.


Required Websites:

CPT Web: A Web-Based Learning Course for Cognitive Process Therapy. https://cpt.musc.edu/


TF-CBT Web: A Web-Based Learning Course for Trauma-Focused Cognitive-Behavioral Therapy. https://tfcbt.musc.edu/

Recommended Texts:

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/knowledgecenter/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:

**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 Field Practicum commencing, students must complete and turn in the following paperwork: (a) UAF Field/Practicum Internship Agreement Form; (b) UAF Counseling Program Informed Consent Document; (c) Supervisor Information Sheet; and (d) Proof of Liability Insurance. In addition, students must submit their annual disclosure statement to the Counseling Program’s Graduate Advisor.

2. Complete a semester long Field Practicum spanning the entire 15 week semester. This practicum requires completing 20 direct service hours, 30 indirect service hours, and an on-site 1 week intensive comprised an additional 30-40 hours. Students must remain active in their Field Practicum 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 Practicum/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 Practicum/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 receiving a failing grade.

5. 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.

6. Lead class discussion at least once per semester based on the assigned readings. The facilitation 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 three online trainings include Cognitive Process Therapy, Trauma-Focused Cognitive Behavior Therapy, and Mindfulness Based Stress Reduction.

8. 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).

<table>
<thead>
<tr>
<th>Acceptable Discussion Board Responses</th>
<th>Unacceptable Discussion Board Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posted in time for others to read and respond</td>
<td>May not be made in time for others to read and respond</td>
</tr>
<tr>
<td>Deliver information that is full of thought, insight, and analysis</td>
<td>Are rudimentary and superficial; there is little evidence of insight or analysis</td>
</tr>
<tr>
<td>Make connections to previous or current course content, literature from the field, and/or real-life</td>
<td>Contribute few ideas, connections, or applications</td>
</tr>
<tr>
<td>Contain rich and fully developed ideas, connections, or applications</td>
<td>May be off topic</td>
</tr>
</tbody>
</table>

9. Complete a four phase Organizational Analysis (12-15 page paper) of your training site. **Phase one** will consist of a description of the training site, its mission, strategic plan, and primary stakeholders of the site’s services. **Phase two** should describe the site’s organizational structure including funding sources, governance, administration, and personnel. Describe the each group or role within the organization and their position within the organizational structure. Provide an organizational chart followed by a description the site’s lines of authority and decision making processes. Describe the site’s emergency or crisis management plan. This should include mandatory reporting procedures. Finally, discuss community agencies and/or service providers who frequently interface with your training site, such as another agency typically utilized by your site’s primary stakeholders. Other possibilities may include agencies that serve as a referral source, collaborator, or partner agency. **Phase three** will consist of a summary of the programs and services offered by the site. Describe the methods, tools, resources, curriculums, and/or efforts employed by the site to deliver its services and programs (i.e. comprehensive guidance and counseling curriculum or Mindfulness Based Stress Reduction Weekend Workshop). **Phase four** requires you to collaborate with your site supervisor, other on-site professionals, and administrators to identify the site’s strengths, as well as challenges that face the site. Describe and reflect on the site’s current efforts to grow their strengths and address their challenges.

10. Complete an in-depth case conceptualization regarding a client/student at the student’s field practicum site. This assignment will be broken into 3 phases and feedback will be provided at each phases of development. Students should use the appropriate case conceptualization format in the Practicum/Internship Manual. Students will present their case conceptualization to the class for consultation purposes.

11. Keep track of internship hours (both direct and indirect). Logs of hours will be collected once mid semester and again 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 Practicum/Internship Manual.
12. Ensure supervisors complete and discuss the final internship paperwork including the Field Practicum/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:

COUN F635 Field Practicum is graded pass/fail.

- Having demonstrated and met the course objectives/requirements as outlined throughout this syllabus.
- Field Practicum 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 Field Practicum 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.*

<table>
<thead>
<tr>
<th>Class Week/Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignments</th>
<th>CACREP 2016 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview; Introductions; Practicing under clinical supervision; Competency-based supervision; Meeting a new client; Documentation</td>
<td>Syllabus &amp; Field Practicum/Internship Manual Falender, Ch 1-2 Brems, Ch 1</td>
<td>Introduction of Site Placement; Initial Paperwork (Agreement, Informed Consent; Supervisor Information); Weekly Log; BB Posting</td>
<td>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</td>
</tr>
<tr>
<td>2</td>
<td>Good supervision; Clinical competency and diversity; Self-care; Cognitive process therapy; Common factors &amp; therapeutic alliance</td>
<td>Falender, Ch 3-4 Brems, Ch 9 Dalenberg, 2014 Martin et al., 2000</td>
<td>Weekly Log; BB Posting Begin CPT Web Training</td>
<td>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</td>
</tr>
<tr>
<td>3</td>
<td>Managing ruptures and strains on therapeutic alliance; Use of self in counseling; Microskills and cultural empathy; Evidence based practice</td>
<td>Falender, Ch 5-6 Pedersen et al., 2008; CPT Web; APA, 2006</td>
<td>Weekly Log; BB Posting Phase 1 Organizational Analysis Complete CPT Web</td>
<td>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</td>
</tr>
<tr>
<td>4</td>
<td>Case conceptualization; Practicing ethically; Deliberative practice</td>
<td>Falender, Ch 7-8 Chow et al., 2015</td>
<td>Weekly Log; BB Posting Part 1 Case Conceptualization</td>
<td>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</td>
</tr>
<tr>
<td>5</td>
<td>Transforming to effective supervision; Becoming a reflective counselor; Medical Involvement and Psychological complexity; Trauma Focused Cognitive Behavioral Therapy</td>
<td>Falender, Ch 9-10 Brems, Ch 3-4 TF-CBT Web</td>
<td>Weekly Log; BB Posting Begin TF-CBT Web</td>
<td>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b;</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>References</td>
<td>Weekly Log</td>
<td>BB Posting</td>
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<tr>
<td>6</td>
<td>Crisis assessment and intervention; Child abuse and neglect; Defining, identifying, and assessing trauma</td>
<td>Brems, Ch 5 &amp; 9 Brier, Ch 1-3</td>
<td>Weekly Log; BB Posting; Part 2 Case Conceptualization</td>
<td>Complete TF-CBT Web</td>
</tr>
<tr>
<td>7</td>
<td>Threats of suicide and violence</td>
<td>Brems, Ch 6 &amp; 7 Cohen, Ch 1-3 Ivanovic et al., 2015</td>
<td>Weekly Log; Mid-term site visit; Student observation: Phase 2 Organizational Analysis Begin MBSR Online</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Culture and Diagnosis; Central Issues &amp; Psychoeducation in Trauma Treatment</td>
<td>Dadlani et al., 2012 Brier, Ch 4-5 Cohen, Ch 4</td>
<td>Weekly Log; BB Posting</td>
<td>Continue MBSR Online</td>
</tr>
<tr>
<td>9</td>
<td>Distress reduction, affect regulation, cognitive interventions for trauma; Play applications addressing trauma</td>
<td>Brier, Ch 6-8 Cohen, Ch 5</td>
<td>Weekly Log; BB Posting</td>
<td>Phase 3 Organizational Analysis Continue MBSR Online</td>
</tr>
<tr>
<td>10</td>
<td>Emotional process, identity &amp; relational functioning, and mindfulness to address trauma; Trauma treatment for children experiencing disabilities</td>
<td>Brier, Ch 8-10 Cohen, Ch 6</td>
<td>Weekly Log; BB Posting</td>
<td>Part 3 Case Conceptualization Continue MBSR Online</td>
</tr>
<tr>
<td>11</td>
<td>Acute and complex trauma; Religion, spirituality, and the working alliance with trauma survivors</td>
<td>Brier, Ch 11 Cohen, Ch 7 Verbeck et al., (2015)</td>
<td>Phase 4 Organizational Analysis Continue MBSR Online</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Psychobiology &amp; psychopharmacology of trauma</td>
<td>Brier, Ch 12-13</td>
<td>Weekly Log; BB Posting; Final Case Conceptualizations Continue MBSR Online</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>TF-CBT applications for children in military families and international settings</td>
<td>Cohen, Ch 8-9</td>
<td>Weekly Log; BB Posting; Case Presentations</td>
<td>Continue MBSR Online</td>
</tr>
<tr>
<td>14</td>
<td>Culturally modified TF-CBT (Latino, American Indian, and Alaska Native children)</td>
<td>Cohen, Ch 10-11</td>
<td>Weekly Log; BB Posting; Case Presentations</td>
<td>Phase 4 Organizational Analysis</td>
</tr>
<tr>
<td>15</td>
<td>Final Class Discussion</td>
<td></td>
<td>Weekly Log; Case Presentations; Final Paperwork (PCFF; Supervisor Eval.; Checklist: Final Log)</td>
<td>Complete MBSR Online</td>
</tr>
</tbody>
</table>

### Evaluation Component

<table>
<thead>
<tr>
<th>CACREP 2016 Standard Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion/Blackboard Posts (Specialty area practice standards are met each week)</td>
</tr>
<tr>
<td>f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b; SC.3.a; SC.3.b; 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; SC.2.k; SC.2.e; CHMC.1.c; CHMC.2.m; CMHC.3.a; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly Logs/Case Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>f.1.k, 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete online CPT, TF-CBT, and MBSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>f.5.j; f.5.a; f.5.i; f.5.m; f.5.n; f.8.b; CMHC.3.b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization analysis with emergency/crisis response plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>f.3.g; f.5.l; f.5.m; f.7.b; SC.3.a; SC.3.b</td>
</tr>
<tr>
<td><strong>Site Visits &amp; Observation</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>1 week intensive (30-40 hours) on-site</td>
</tr>
<tr>
<td><strong>Case Conceptualization</strong></td>
</tr>
<tr>
<td><strong>Final Paperwork (Supervisor Evaluation; PCFF; Site Checklist; Final Hours Log)</strong></td>
</tr>
</tbody>
</table>

*f.1.l; f.5.j; f.1.k; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.j; f.1.m; f.2.c; f.3.g; f.5.a; f.5.b; f.5.i; f.5.g; f.5.l; f.5.m; f.5.n; f.7.b; f.7.d; f.8.b; SC.3.a; SC.3.b; 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; SC.2.k; SC.2.e; CHMC.1.c; CHMC.2.m; CMHC.3.a; CMHC.3.b; CMHC.3.c; CMHC.3.d; CMHC.3.e*
## Course Rubrics

### Attendance and Participation

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

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLARITY</strong></td>
<td>The paper is incomprehensible even after repeated readings.</td>
<td>Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The paper is easy to understand; it is concise and well organized.</td>
</tr>
<tr>
<td><strong>GRAMMAR</strong></td>
<td>The paper has many grammatical errors. The errors interfere with comprehension.</td>
<td>The paper has a number of major grammatical errors. Some of the errors interfere with comprehension</td>
<td>The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.</td>
<td>The paper has no major grammatical errors.</td>
</tr>
<tr>
<td><strong>AUDIENCE</strong></td>
<td>There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.</td>
<td>Many parts of the paper include colloquial expressions, the use of first person, etc.</td>
<td>The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.</td>
<td>The paper is written for scholar/practitioners.</td>
</tr>
<tr>
<td><strong>COMPLETENESS</strong></td>
<td>The paper does not address all the areas required by the assignment.</td>
<td>The paper addresses most of the areas required by the assignment</td>
<td>The paper addresses all of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment in an engaging manner.</td>
</tr>
<tr>
<td><strong>CONCISENESS</strong></td>
<td>The paper presents a significant amount of irrelevant information.</td>
<td>The paper contains some irrelevant information.</td>
<td>The paper contains irrelevant information but the information does not significantly compromise the paper.</td>
<td>The paper has no irrelevant information.</td>
</tr>
<tr>
<td><strong>APA FORMATTING</strong></td>
<td>The paper has many departures from the APA Publication Manual, 6th Edition.</td>
<td>The paper has some departures from the APA Publication Manual</td>
<td>The paper has a small number of departures from the APA Publication Manual.</td>
<td>The paper is written in accordance with the APA Publication Manual.</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
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<td>--------------------------------</td>
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<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>KNOWLEDGE OF MATERIAL</td>
<td>The presenters appear to lack a basic understanding of the topic.</td>
<td>The presenters have a basic understanding of the topic.</td>
<td>The presenters have a very good understanding of the topic.</td>
<td>The presenters have an excellent understanding of the topic and include extra information in the presentation.</td>
</tr>
<tr>
<td>AUDIENCE ENGAGEMENT</td>
<td>The audience is not engaged and appears bored during the presentation.</td>
<td>The audience is minimally engaged, paying attention at times and not paying attention at other times.</td>
<td>The audience is engaged throughout the presentation.</td>
<td>The audience is actively engaged and appears to enjoy the presentation.</td>
</tr>
<tr>
<td>PRESENTER PARTICIPATION</td>
<td>Some members of the presentation team do not appear to participate.</td>
<td>All members of the presentation team participate, but some are not as involved as others.</td>
<td>All members of the presentation team participate equally.</td>
<td>All members of the presentation team present equally and the members appear to work as a team.</td>
</tr>
<tr>
<td>USE OF TEACHING TOOLS</td>
<td>Only one teaching tool is used.</td>
<td>More than one teaching tool is used but there is a lack of cohesion between the two tools.</td>
<td>Two or more teaching tools are used together effectively.</td>
<td>Two or more teaching tools are used together with a high level of audience response.</td>
</tr>
<tr>
<td>COLLABORATION</td>
<td>Collaboration is not evident between partners, with little to no cohesion and preparedness.</td>
<td>Collaboration is less than adequate between partners, with little cohesion and preparedness.</td>
<td>Collaboration is adequate between partners, with cohesion and preparedness.</td>
<td>Collaboration is exceptional between partners, with advanced cohesion and preparedness.</td>
</tr>
</tbody>
</table>