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APR 1 2013

OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS &amp; SCIENCES

Date Submitted: 4/1/2013

1b. Department/Division: Psychology

1c. Contact Person

Name: Mary Beth McGavran

Email: mdiener@uky.edu

Phone: 257-3779

Responsible Faculty ID (if different from Contact)

Name: Mary Beth McGavran

Email: mdiener@uky.edu

Phone: 257-3779

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> summer 2013

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: PSY 639

2c. Full Title: Practicum in Psychological Assessment and Intervention Summer Work

2d. Transcript Title: Prac Psy Assess and Interventions

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 2

2g. Grading System: Pass/Fail

2h. Number of credit hours: 0

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: multiple registration, 0 credit

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: Supervised experience in the techniques of psychological assessment and intervention with adults, children, families, couples and/or groups that occurs during the summer, i.e., outside of the academic year (Fall/Spring semesters). This course does not fulfill one of the program requirements for group supervision but it does meet legal and ethical requirements for supervision during practicum training. May be repeated.

2k. Prerequisites, if any: PSY 636 and enrollment in graduate program in clinical psychology

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 5

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RLOORCH|Robert F Lorch|Dept approval for ZCOURSE\_NEW PSY 639|20130206

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_NEW PSY 639|20130206

SIGNATURE|ZNNIKOO|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW PSY 639|20130214

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE\_NEW PSY 639|20130305

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20130319

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20130326

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to approvers for ZCOURSE\_NEW PSY 639|20130326

SIGNATURE|RLOORCH|Robert F Lorch|PSY 639 NEW Dept Review|20130328

Courses	Request Tracking
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### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
<a href="#">Delete</a> 1365	<a href="#">syllabus PSY 639 proposal.docx</a>

First | 1 | Last

Select saved project to retrieve...

Get  New

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Today's Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="text"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text" value="2"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:   
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

Supervised experience in the techniques of psychological assessment and intervention with adults, children, families, couples and/or groups that occurs during the summer, i.e., outside of the academic year (Fall/Spring semesters). This course does not fulfill one of the program requirements for group supervision but it does meet legal and ethical requirements for supervision during practicum training. May be repeated.

## k. Prerequisites, if any:

PSY 636 and enrollment in graduate program in clinical psychology

i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: \_\_\_\_\_

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

6. \* What enrollment (per section per semester) may reasonably be expected? 5

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain: \_\_\_\_\_

## 8. \* Check the category most applicable to this course:

Traditional -- Offered in Corresponding Departments at Universities Elsewhere

Relatively New -- Now Being Widely Established

Not Yet Found In Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program: \_\_\_\_\_

b. \* Will this course be a new requirement <sup>a</sup> for ANY program?  Yes  No

If YES <sup>a</sup>, list affected programs: \_\_\_\_\_

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log.
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SFR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)   [Save Current Changes](#)   [Delete Form Data and Attachments](#)

**Psychology 639 XXX**  
**Practicum in Psychological Assessment and Intervention**  
Summer 2013  
Supervision for Beginning Therapists

Dr. Mary Beth McGavran

Office: 112 Kastle Hall

Office Phone: 257-3779

Other numbers: 335-9133 (home) 421-7755 (cell)

(do not assume that I am checking my cell phone if I am at home or in my office)

Email: mdiener@uky.edu

Meeting Time: Wed. 8:30 to 10:30 a.m. at the PSC; Thursdays 12:30 to 2:30 p.m. at the PSC

**Course description and additional information:**

This course consists of supervised experience in the techniques of psychological assessment and intervention with adults, children, families, couples, and/or groups that occurs during the summer, i.e. outside of the academic year (i.e. not during the Fall/Spring semesters). We will be meeting in a small group format. This course is an experiential learning process that will assist you in developing therapeutic and professional competence. This class does NOT fulfill one of your program requirements for group supervision.

I will facilitate your professional growth through

- monitoring client welfare
- encouraging compliance with legal, ethical, and professional standards
- teaching therapeutic skills
- providing regular feedback and evaluation
- emphasizing the integration of science and practice

During our weekly supervision time, we will review videotapes and discuss treatment plans. We will also discuss therapy skills and issues related to more general professional development. You should have a draft of your notes ready to turn in.

**Course Goal/Objectives**

This supervision course will focus on getting you started as a professional doing applied clinical work. You will learn how to build therapeutic relationships with clients, do an assessment of client concerns, goals, and context, conceptualize these issues, and develop a treatment plan based on your conceptualization and the relevant empirical literature. You will begin to learn how to implement treatments effectively.

During our weekly supervision time, we will discuss the assigned readings. We also will review notes, videotapes, and discuss treatment plans. In addition, you can expect to discuss issues related to more general professional development.

**Student Learning Outcomes:**

- Learn to develop and maintain a therapeutic relationship with clients.
- Find and apply the empirical literature to address client concerns

- Develop and write a 4-week assessment plan, with supervision
- Implement treatment plan, with supervision
- Conduct a risk assessment based on empirical factors and implement interventions appropriate to the level of risk, with supervision
- Maintain paperwork for client care to ethical and legal standards.
- Progress on APA's clinical competencies.

**Required Readings/Materials:**

Beck, J. (2011). Cognitive behavior therapy: Basics and beyond. New York: The Guilford Press.

You are also expected to seek out and read materials, especially empirically supported treatment materials, relevant to the clients with whom you work. I will help guide you in finding the most appropriate materials, but it is your responsibility to access the readings and read them. Please consult me if you have difficulty.

**Tentative Course Schedule:**

We will discuss and agree on reading assignments each week. Usually the reading assignment will be one chapter from the Beck book per week, but we may make modifications as needed. You may also need to read relevant journal articles or treatment materials related to your clinical work. Integration of the course material into your clinical work is the product of this course. There are no written assignments other than required PSC paperwork and there is no final exam.

**Your responsibilities:**

You are responsible for staying in touch with me regarding your clients. I expect you to attend all supervision sessions when you are seeing clients. Please notify me in advance if you cannot make a meeting. It will be helpful if you have thought about what you need from supervision in advance. You should bring a working recording of your therapy session. You also should have a draft of your progress note written when we meet for supervision. If you have revised progress notes that need to be signed, please put them in an envelope in the "confidential drawer" in Melanie's office (never in my mailbox) and email me to let me know that the notes are there. This drawer is the bottom drawer of the black filing cabinet in her office. Do not email confidential information in an email or as an attachment.

As part of your initial assessment, you are required to do a risk assessment with each new client. In particular, you should assess suicidal thoughts, intent, plans, and history, and risk of harm to others. Additional information will be provided during supervision time. You are also responsible for reviewing the literature and developing a knowledge base for science-based treatment options given the presenting problem of your clients. Your complete 4-week assessment and treatment plan should be completed in a timely manner.

Maintaining complete, accurate, and up-to-date clinical records is critical. It is expected that progress notes will be turned in within one week from the date of service and 4-week assessments, 6-month review notes, and transfer/termination summaries within two weeks after



the due date. Extensions may be allowed for academic breaks, cancelled classes, inclement weather, and other extenuating circumstances, if approved by the instructor. Please be familiar with all PSC record-keeping policies in the PSC Manual.

We will collaborate on the structuring of supervision in order to make it useful for you. We will work together to identify strengths and areas of growth in your clinical work. Since a positive rapport between supervisor and supervisee is important for successful supervision, I encourage you to discuss any concerns or needs that arise as the semester progresses.

We will discuss supervisor and supervisee responsibilities further during supervision. Please also see the supervision contact that will be provided at the beginning of our meetings.

**Policy on Academic Accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center on campus for coordination of campus disability services available to students with disabilities.

#### **Evaluation and Grading:**

Your grade will for this semester will be based on your conscientiousness regarding your clinical work (40%: this includes timely completion of all paperwork as outlined in the PSC policies, preparation for clinical sessions, and preparation and participation in supervision), competency-based skills required for clinical work (30%), and practice within ethical guidelines (30%). It is important to note that conscientiousness regarding clinical work impacts client welfare, and therefore, it is imperative that you maintain conscientiousness in your clinical work in order to work within ethical guidelines. There are a total of 100 points available for the class. If you earn 80 points or more, you will receive a Pass/Satisfactory grade. If you earn 79 or fewer points, you will receive a Fail/Unsatisfactory grade. Failure to work within ethical guidelines as specified by the APA Ethics Code will result in a loss of 30 points and a failing grade.

You will receive feedback from me throughout the summer. If I have concerns about your professional behavior or your work, I will provide you with written feedback as well. All students can expect written feedback at the end of the semester, based on the program's practicum competencies evaluation form. Feel free to contact me about concerns you may have.

#### **Policy on Attendance:**

You cannot participate in supervision of your clinical work without being present at our meeting times, and as a therapist-in-training you are legally and ethically required to have supervision if you are doing clinical work. Therefore, no unexcused absences are allowed. The first unexcused absence will result in a B grade, and a 2<sup>nd</sup> unexcused absence will result in a C grade for the course. Students should discuss absences with instructor, and excused absences will follow the University policy as defined by S.R. 5.2.4.2 (<http://www.uky.edu/Ombud/policies.php>). Additional allowances for excused absences will be given at the instructor's discretion; please discuss in advance if possible. You will not be penalized for excused absences. Please check with me about absences in advance, if possible, and within one week of the excused absence.

**Policy on classroom civility and decorum:** The university, college, and department have a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time to time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right-and the responsibility-to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such factors.

**Policy on Academic Integrity:** All written work should be the product of the personal efforts of the individual(s) whose name(s) appear on the work. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 &6.3.2). Students should be aware that according to faculty senate rules, those charged with plagiarism may not withdraw for any reason from the course in which the offense occurred.

**Professional Preparation:** This course is part of the training that you will receive in preparation to provide clinical services as a clinical psychologist. The instructor has a special responsibility to assist students in learning what constitutes professionalism, ethics, and professional behavior, and conversely, what actions and forms of behavior would be deemed unprofessional, unethical, or otherwise unacceptable. You can expect to discuss and receive feedback about these issues.